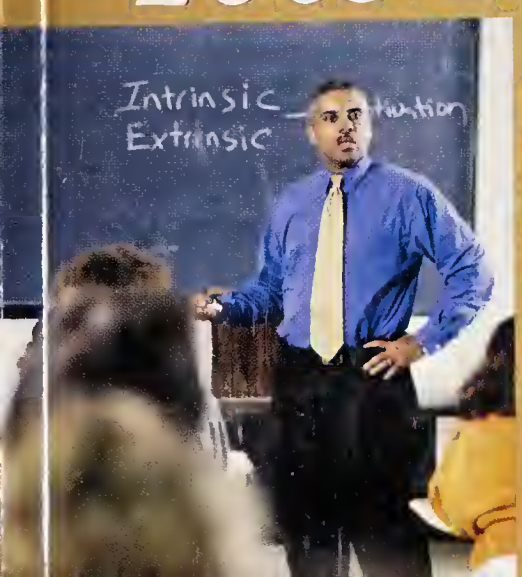
Where Learning Gets Personal

UNCPEMBROKE

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

2003-2004 CATALOG



Welcome from the Chancellor

We are delighted that you are taking the time to review our academic Catalog. The University of North Carolina at Pembroke has a long and distinguished history of providing a high quality education with the personal touch. This Catalog acquaints you with the many excellent academic programs available at the University. However, I should note that this University is much more than academic programs.

Our out-of-class experiences, including social clubs, athletics, intramural sports, cultural events, community service, student government, and countless other activities bring the entire college experience to life. We encourage you to explore all the opportunities that The University of North Carolina at Pembroke has to offer.

If you have any questions, please give the appropriate office a call. I encourage you to visit our website at www.uncp.edu.

Sincerely,

Allen C. Meadors, Ph.D., FACHE
Chancellor

AN EQUAL OPPORTUNITY EMPLOYER

VOL. XLI Spring, 2003 NO. 1

The University of North Carolina at Pembroke

2003-2004 Catalog

PHONE NUMBERS (Campus Switchboard)	(910) 521-6000
Academic Records and Transcripts	521-6788
Admissions	521-6262
Advisement and Retention	521-6625
Bookstore	521-6222
Career Services Center	521-6270
College of Arts and Sciences	521-6198
Continuing Education and Distance Education	521-6367
Counseling and Testing Center	521-6202
Financial Aid (Scholarships, Grants, Loans, Work-Study)	521-6255
Graduate Programs in Business Administration and Public Administration	521-6637
Graduate Programs in Education	521-6221
Graduate Programs in School and Service Agency Counseling	521-6240
Housing	521-6228
Police and Public Safety	521-6235
Registration	521-6298
School of Business	521-6214
School of Education	521-6221
School of Graduate Studies	521-6271
Student Activities	521-6207
Student Affairs	521-6226
Summer School	521-6224
Tuition, Fees, and Student Accounts	521-6329
University Computing	521-6260

For additional phone numbers and web addresses, visit www.uncp.edu/

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

P.O. Box 1510
Pembroke, North Carolina 28372-1510
910-521-6000
1-800-949-UNCP (8627)
web: www.uncp.edu

This catalog provides the basic information you will need about The University of North Carolina at Pembroke. It includes our history and current goals, admissions standards and requirements, tuition and other costs, sources of financial aid, and rules and regulations that govern student life. This catalog also describes our student organizations and other activities on the campus, lists courses and programs by department, and contains the name, rank, and educational background of each faculty member.

UNC Pembroke is one of sixteen universities in North Carolina that comprise The University of North Carolina. UNCP has a thirteen-member Board of Trustees and, like the other institutions of The University of North Carolina, is subject to the governing regulations of The Board of Governors of The University of North Carolina.

UNC Pembroke is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees based on color, national origin, religion, sex, age, or handicap. Moreover, UNCP is open to people of all races and actively seeks to promote racial integration by recruiting and enrolling a larger number of American Indian, Black, Asian, and Hispanic students.

UNC Pembroke reserves the right to change without notice any fee, provision, offering, or requirement in this catalog, and to determine whether a student has satisfactorily met the requirements for admission or graduation.

The University of North Carolina at Pembroke is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; telephone 404-679-4501) to award Baccalaureate and Master's level degrees.

UNC Pembroke is also accredited by or is a member of:

- The North Carolina Association of Colleges and Universities
- The National Council for Accreditation of Teacher Education
- The National Association of Schools of Music
- The American Association of Colleges for Teacher Education
- The American Council on Education
- The North Carolina Criminal Justice Education and Training Standards Commission
- The North Carolina State Board of Education
- The American Association of State Colleges and Universities
- The Council on Social Work Education
- The National Association of Schools of Public Affairs and Administration
- The American Chemical Society
- The Commission on Collegiate Nursing Education

This Catalog was prepared by the UNC Pembroke Offices of Academic Affairs and University Relations.

Sara Oswald, Editor

Pages were prepared using Adobe PageMaker 6.5. Text is set in Adobe Garamond, headings in Myriad Bold and Semibold.

9500 copies of this catalog were produced by the UNC Pembroke Office of University Relations at an approximate cost of $2.2490 per catalog.

CONTENTS

The University of North Carolina at Pembroke: General Information
Mission Statement, History of the University, Campus 4
Academic Calendar 7
Academic Services and Facilities 11
Undergraduate Academic Programs
Baccalaureate Degrees 19
Freshman Seminar 22
General Education Program 23
University Honors College 29
Teacher Education Programs 31
Special and Interdisciplinary Programs 32
Health Professions Programs 37
Academic Policies
Requirements for Graduation 39
Academic Procedures and Policies 41
Undergraduate Admissions 52
Finances for Undergraduate Programs
Expenses 61
Financial Aid, Scholarships, Awards, Grants, and Loans 66
Student Affairs and Student Services
Room and Board 70
Student Services and Policies 71
Student Activities and Organizations 77
College of Arts and Sciences 81
Departments: American Indian Studies; Art; Biology; Chemistry and Physics; English, Theatre, and Languages; History; Mass Communications; Mathematics and Computer Science; Music; Philosophy and Religion; Political Science and Public Administration; Psychology and Counseling; Sociology, Social Work, and Criminal Justice
Nursing Program 201
School of Business 207
School of Education 217
Teacher Education Program; Departments: Education; Health, Physical Education, and Recreation; Aerospace Studies; Military Science
School of Graduate Studies
Program Offerings, Admissions, Procedures and Policies, Expenses 274
Business Administration (M.B.A.) 283
Public Administration (M.P.A.) 288
School Administration (M.S.A.) 296
School Counseling (M.A.) and Service Agency Counseling (M.A.) 298
Education (M.A.Ed.) 305
Art Education (M.A.) 317
English Education (M.A.) 320
Mathematics Education (M.A.) 324
Physical Education (M.A.) 328
Science Education (M.A.) 331
Social Studies Education (M.A.) 336
Appendix A: The University of North Carolina: History and Leadership 341
UNC Pembroke Officers and Administrators 344
UNC Pembroke Faculty 347
Appendix B: Scholarships 364
Title II Report 386
Index 387
Campus Map 392

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Mission of the University 4
History of the University of North Carolina at Pembroke 4
The Campus 5
Academic Calendar 7
Academic Services and Facilities 11

MISSION OF THE UNIVERSITY

The University of North Carolina at Pembroke is a comprehensive University committed to academic excellence in a balanced program of teaching, research, and service. It offers a broad range of degrees and nationally accredited professional programs at the bachelor's level and selected programs at the master's level. Combining the opportunities available in a large university with the personal attention characteristic of a small college, the University provides an intellectually challenging environment created by a faculty dedicated to effective teaching, interaction with students, and scholarship. Graduates are academically and personally prepared for rewarding careers, postgraduate education, and community leadership.

Founded in 1887 to educate American Indians, the University now serves a student body reflective of the rich cultural diversity of American society. As it stimulates interaction within and among its cultural groups, the University enables its students to become informed, principled, and tolerant citizens with a global perspective.

The university encourages the pursuit of education as a lifelong experience so that its graduates will be equipped to meet the challenges of the twenty-first century. Drawing strength from its heritage, The University of North Carolina at Pembroke continues to expand its leadership role in enriching the intellectual, economic, social, and cultural life of the region and beyond.

In support of this mission, The University of North Carolina at Pembroke is committed: (1.) to promote excellence in teaching and learning as a primary focus in an environment of free inquiry and dynamic exchange between students and faculty; (2.) to ensure quality academic programs and learning opportunities for the liberal arts, in preparation for diverse professions and for service to the region; (3.) to encourage and support meaningful faculty research and development; (4.) to recruit and retain students capable of achieving academic and professional success and of enriching the intellectual, cultural, and social community of the University; (5.) to provide and support extra-curricular and student life activities and facilities designed to enrich the educational experience of residential and commuter students, enhance the image of the University, and serve the region; (6.) to provide ways by which the life of the region can benefit the educational experience of the University and be enhanced by the University; (7.) to instill in University of North Carolina at Pembroke students a continuing appreciation for diverse cultures and an active concern for the well-being of others; (8.) to promote academic and scholarly excellence, the University's rich heritage, and the enhancement of the immediate and larger region.

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

On March 7, 1887 the General Assembly of North Carolina enacted legislation sponsored by Representative Hamilton McMillan of Robeson County creating the Croatan Normal School. The law, which was in response to a petition from the Indian people of the area, established a Board of Trustees and appropriated five hundred dollars to be used only for salaries. A building was constructed by the local people at a site about one mile west of the present location, and the school opened with fifteen students and one teacher in the fall of 1887. For many years the instruction was at the elementary and secondary level, and the first diploma was awarded in 1905.

The school was moved to its present location in Pembroke, the center of the Indian community, in 1909. The General Assembly changed the name of the institution in 1911 to the Indian Normal School of Robeson County, and again in 1913 to the Cherokee Indian Normal School of Robeson County. In 1926 the Board of Trustees added a two-year normal program beyond high school and

phased out elementary instruction. The first ten diplomas were awarded in 1928, when the state accredited the school as a "standard normal school."

Additional college classes were offered beginning in 1931, and in 1939 a fourth year was added with the first degrees conferred in 1940. In recognition of its new status, the General Assembly changed the name of the school in 1941 to Pembroke State College for Indians. Until 1953 it was the only state-supported four-year college for Indians in the nation. The scope of the institution was widened in 1942 when non-teaching baccalaureate degrees were added, and in 1945 when enrollment, previously limited to the Indians of Robeson County, was opened to people from all federally-recognized Indian groups. A few years later, in 1949, the General Assembly shortened the name to Pembroke State College.

The Board of Trustees approved the admission of White students up to forty percent of the total enrollment in 1953 and, following the Supreme Court's school desegregation decision, opened the College to all qualified applicants without regard to race in 1954. Growth of over five hundred percent followed during the next eight years. In 1969 the General Assembly changed the name again to Pembroke State University and made the institution a regional university. Such universities were authorized "to provide undergraduate and graduate instruction in liberal arts, fine arts, and science, and in the learned professions, including teaching" and to "provide other graduate and undergraduate programs of instruction as are deemed necessary to meet the needs of their constituencies and of the State."

Three years later, in 1972, the General Assembly established the sixteen-campus University of North Carolina with Pembroke State University as one of the constituent institutions. The new structure was under the control of the Board of Governors, which was to coordinate the system of higher education, improve its quality, and encourage economical use of the state's resources. The Board of Governors approved the implementation of master's programs in professional education by Pembroke State University in 1978, as well as several new undergraduate programs. Since that time additional baccalaureate programs have been added, including nursing, and master's level programs have been implemented in Business Administration, Public Administration, School Counseling, and Service Agency Counseling.

The University of North Carolina at Pembroke celebrated its centennial in 1987. On July 1, 1996, Pembroke State University officially became The University of North Carolina at Pembroke.

In 2000, a major in applied physics and four master of education programs—Art, Physical Education, Social Studies, and Science—were added. An office of International Programs and a University Honors College were also instituted to enhance scholarship.

THE CAMPUS

The University of North Carolina at Pembroke occupies 126 acres along the western edge of the town of Pembroke in Robeson County, North Carolina. It is easily accessible by automobile, ten miles from Interstate 95 and two miles from U.S. 74. Commercial airline service is available at the Fayetteville Municipal Airport, Grannis Field, and at the Southern Pines/Pinehurst Airport, each 40 miles from the campus. A **map of the University campus** is inside the back cover of this catalog.

The main entrance is on Odum Road, which runs north from NC 711. Here **Lumbee Hall** (1995) houses the Chancellor's Office and the Offices of Academic Affairs, Graduate Studies, Business Affairs, Student Affairs, Enrollment Management, and Advancement, as well as Admissions (undergraduate and graduate), the Registrar, Financial Aid, the Controller, Institutional Research, Legal Services, and Alumni Relations.

Also on the north of campus is the **Adolph L. Dial Humanities Building** (1980), named for a professor of American Indian history, which houses the Departments of English, Theatre, and Languages; History; and Political Science and Public Administration as well as the University Writing Center, a computer lab, an oral language lab, a lecture theatre, the English Resource Center, and the office of the *Indianhead* yearbook. The **English E. Jones Health and Physical Education Center** (1972), named for a UNCP Chancellor, houses the Department of Health, Physical Education, and Recreation and has two gymnasiums, a natatorium with a swimming pool and diving tank, a wellness center, a physiology laboratory, and a small lecture hall. The **Givens Performing Arts Center** (1975),

named for UNCP Chancellor Paul R. Givens, houses the Theatre Arts program and provides an amphitheater-style auditorium for an audience of 1700.

In the center of campus, the **Business Administration Building** (1969) houses the School of Business and the Department of Sociology, Social Work, and Criminal Justice as well as the Geology and Geography program, the College Opportunity Program, a computer lab, and facilities for the NC Information Highway. The **Education Center** (1976) houses the School of Education, the Office of Teacher Education and its curriculum and computer labs, the Teaching Fellows program, and the Departments of Psychology and Counseling and Philosophy and Religion. The Nursing Program is housed in the **Nursing Building** (1965, 1987).

Also centrally located are university facilities. In the **James B. Chavis University Center** (1987), named for a Vice Chancellor of Student Affairs, the lower level houses the Information Booth, cafeteria, snack bar, Post Office boxes, a bowling alley, TV/games areas, and student and faculty lounges; on the second floor are a Commuter Lounge, the Counseling and Testing Center, Career Services Center, Student Activities Office, and Student Government offices. The **D. F. Lowry Building** (1965), named after the first graduate of the Indian Normal School, contains the University Bookstore, Continuing Education and Distance Education, Upward Bound, Student Support Programs, Center for Adult Learners, Freshman Seminar, Disability Support Services, and a study room. **Student Health Services** (1967) has examination and treatment rooms and 22 inpatient beds. The **Business Services Building** (1977) receives deliveries and houses the Campus Post Office, the Print Shop, and the Office of Purchasing Services, as well as Receiving and Central Stores. The **Walter J. Pinchbeck Maintenance Building** (1978), named for a UNCP superintendent of buildings and grounds, houses offices and garage facilities for university vehicles. The **Irwin Belk Track and Soccer Complex** (2002) includes a stadium for soccer and track and field and other athletic facilities. The **West Office Building** (2001) houses the Regional Center for Economic, Community, and Professional Development; adjacent to it, in the **Dogwood Office Building**, are the Center for Sponsored Research and Programs and the Family Life Center.

The south of campus is a quadrangle with a pond and amphitheater, a bell tower, and a gazebo. **Locklear Hall** (1950), named for Robeson County educator Anderson Locklear, houses classrooms and studios of the Art Department. **Moore Hall** (1951), named for Rev. W. L. Moore, the first teacher at the Indian Normal School, contains the Music Department classrooms, auditorium, library, and studios, as well as an annex with practice rooms and facilities for the university band and chorus. **Jacobs Hall** (1961), named for Board of Trustees chair Rev. L. W. Jacobs, houses the Media Center and Braves Card office, ROTC, the office of University Relations, and other offices, in addition to some student housing. The **Herbert G. Oxendine Science Building** (1967), named for an Academic Dean, provides classrooms, laboratories, computer labs, and offices for the departments of Biology, Chemistry and Physics, and Mathematics and Computer Science. An addition houses the Office of University Computing and Information Services.

To the south of the quadrangle, on NC 711, is the **Sampson-Livermore Library** (1967, 1997), named after Oscar R. Sampson, a Chair of the UNCP Board of Trustees, and Mary Livermore, a religion professor. The library houses approximately 300,000 volumes, 1,500 periodical titles, the University Archives, and a depository for U.S. government documents; it provides access to extensive electronic resources. Next door is historic **Old Main** (1923, restored 1979). Its first floor houses the Multicultural Center, the television station (WNCP-TV), and the Native American Resource Center. On the second floor are the offices of the College of Arts and Sciences; the Departments of American Indian Studies and Mass Communications; the Teaching and Learning Center; the University Honors College; and the student newspaper, *The Pine Needle.*

Most residence halls for students are located near the center of campus. In addition to **Pine Hall** (2000), a new coeducational dormitory, there are two women's dormitories, **Mary Irwin Belk Hall** (1970) and **North Hall** (1972), and two men's dormitories: **Wellons Hall** (1965), named for university President Ralph D. Wellons; and **West Hall** (1965). **The Chancellor's Residence** (1952, 1999) is located on the western edge of the campus.

ACADEMIC CALENDAR 2003-2004

FALL SEMESTER 2003

August 19, Tuesday	5 p.m. - Course registrations will be canceled for undergraduate students who registered early and have not paid
August 21, Thursday	8 a.m. - 6 p.m. - Undergraduate and graduate registration for all students
	Testing and family orientation
August 22, Friday	8 a.m. - 4 p.m. - Undergraduate and graduate registration for all students
	5 p.m. - Payment for course registration due
August 22-24, Fri. - Sun.	Orientation for all new freshmen
August 24, Sunday	1-6 p.m. - Residence halls open for upperclassmen
August 25, Monday	8 a.m. - Undergraduate classes begin
	8 a.m. - Late registration fee applies
	6:30 p.m. - Graduate classes begin
August 25 - 26, Mon. - Tue.	Drop - Add (No Charge)
August 27, Wednesday	Drop - Add fee begins
	Makeup for placement testing
August 29, Friday	4 p.m. - Last day for undergraduates to register or add a class
	Last day to reduce course load and receive a refund
September 1, Monday	Holiday (Labor Day)
September 8, Monday	Census date
September 22, Monday	Last day for undergraduates to drop a first eight-week course with a "W" grade
September 23, Tuesday	Deadline for immunizations
October 15, Wednesday	12 noon - Mid-semester undergraduate grades due
October 16-17, Thur. - Fri	Mid-Semester break
October 20, Monday	Second eight-week courses begin
October 23, Thursday	5 p.m. - Last day for prorated tuition/fee refund for students withdrawing from the university.
October 27, Monday	Last day for undergraduates to drop a course with a "W" grade
October 29, Wednesday	Department Majors Meeting
Oct. 31-Nov. 12, Fri. - Wed.	Advisement for 2004 Spring semester
November 3, Monday	Deadline for applying for Spring 2004 graduation
November 3-12, Mon. - Wed.	Online registration
November 17, Monday	Last day for undergraduates to drop a second eight-week course with a "W" grade
November 27-28, Thur. - Fri.	Holidays (Thanksgiving)
December 1, Monday	Last day for undergraduates to withdraw from the University with documentation
December 5, Friday	Classes end
December 8-12, Mon. - Fri.	Final examinations
December 12, Friday	5 p.m. - All residence halls close
December 13, Saturday	10 a.m. - Winter commencement
December 15, Monday	12 noon - Final grades due

SPRING SEMESTER 2004

January 13-14, Tue. - Wed.	8 a.m. - 6 p.m. - Undergraduate and graduate registration for all students
January 14, Wednesday	10 a.m. - All residence halls open
	5 p.m. - Course registrations will be canceled for all students who registered early and have not paid
January 15, Thursday	8 a.m. - Undergraduate classes begin
	8 a.m. - Late registration fee applies
	6:30 p.m. - Graduate classes begin
January 15-16, Thur. - Fri.	Drop-Add (No charge)
January 19, Monday	Holiday (Martin Luther King, Jr. Day)
January 20, Tuesday	Drop-Add fee begins
January 21, Wednesday	Last day to reduce course load and receive a refund
January 22, Thursday	5 p.m. - Last day for undergraduates to register or add a class
January 29, Thursday	Census date
February 12, Thursday	Last day for undergraduates to drop a first eight week course with a "W" grade
February 13, Friday	Deadline for immunizations
March 5, Friday	12 noon - Mid-semester undergraduates grades due
March 8-12, Mon. - Fri.	Spring break
March 12, Friday	Last day for prorated tuition/fee refund for students withdrawing from the university.
March 15, Monday	8 a.m. - Classes resume
	Second eight week courses begin
March 22, Monday	Last day for undergraduates to drop a class with a "W" grade
March 31, Wednesday	Department Majors Meeting
April 1, Thursday	Deadline for applying for Fall 2004 graduation
April 2-13, Fri. - Tues.	Advisement for 2004 Spring semester
April 2-13, Fri. - Tues.	Online registration
April 9, Friday	Holiday (Good Friday)
April 12, Monday	Last day for undergraduates to drop a second eight week course with a "W" grade
April 26, Monday	Last day to for undergraduates to withdraw from the university with documentation
April 30, Friday	Classes end
May 3-7, Mon. - Fri.	Final examinations
May 7, Friday	5 p.m. - All residence halls close
May 8, Saturday	10 a.m. - Spring commencement
May 10, Monday	12 noon - Final grades due

TENTATIVE 2004 SUMMER SESSION CALENDAR

2004 MAYMESTER

May 6, Thursday	5 p.m.- Course registrations will be cancelled for all students who have registered but not paid.
May 7, Friday	Online registration
May 10, Monday	8 a.m. - Classes begin
May 11, Tuesday	4 p.m. - Last day to register or add a class
	4 p.m. - Last day to drop in course load and receive a refund
May 14, Friday	5 p.m. - Last day to withdraw from the university and receive a prorated refund
May 19, Wednesday	Last day for undergraduates to drop a course with a "W" grade
May 21, Friday	Last day for undergraduates to withdraw from the university
May 28, Friday	Final exams and last day of class
June 1, Tuesday	12 noon - Final grades due

2004 SUMMER SESSION and INTRA SESSION I

Summer Session I

May 25, Tuesday	Online registration
	8 a.m. - 5 p.m. - All residence halls open
May 26, Wednesday	8 a.m. - Classes begin
	8 a.m. - Late registration/payment and drop/add fees apply
May 27, Thursday	4 p.m. - Last day to register or add a class
	4 p.m. - Last day to drop in course load and receive a refund
May 31, Monday	Holiday (Memorial Day)
June 3, Thursday	5 p.m. - Last day to withdraw from the university and receive a prorated refund.
June 14, Thursday	5 p.m. - Last day to drop a course with a "W" grade
June 23, Wednesday	4 p.m. - Last day for undergraduates to withdraw from Summer Session I
June 30, Wednesday	Final examinations and last day of classes
	4 p.m. - Students who registered in April must pay fees for Second Session or course registrations will be cancelled.
	5 p.m. - First Summer Session residents move from residence hall if not returning for Second Summer Session.
July 2, Friday	12 noon - Final grades due

Intra Session I

June 10, Thursday	8 a.m. - Classes begin
	4 p.m. - Last day to register or add a class
	4 p.m. - Last day to drop in course load and receive a refund
June 15, Tuesday	5 p.m. - Last day to withdraw from the university and receive a prorated refund
June 21, Monday	Last day to drop a course with a "W" grade
June 23, Wednesday	Last day to withdraw from Intra Session I
June 30, Wednesday	Final exams and last day of class
July 2, Friday	12 noon - Final grades due

2004 SUMMER SESSION and INTRA SESSION II

Intra Session II

June 30, Wednesday	4 p.m.- Course registrations will be cancelled for all students who registered and have not paid
July 1, Thursday	Online registration
	8 a.m. - 5 p.m. - All residence halls open
July 2, Friday	8 a.m. - Classes begin
July 5, Monday	Holiday
July 6, Tuesday	4 p.m. - Last day to register or add a class
	4 p.m. - Last day to drop in course load and receive a refund
July 9, Friday	5 p.m. - Last day to withdraw from the university and receive a prorated refund
July 14, Wednesday	Last day to drop a second intra session course with a "W" grade
July 16, Friday	4 p.m. - Last day to withdraw from Intra Session II
July 23, Friday	Final examinations and last day of classes
August 9, Monday	12 noon - Final grades due

Summer Session II

June 30, Wednesday	4 p.m.- Course registrations will be cancelled for all students who registered and have not paid
July 1, Thursday	Online registration
	8 a.m. - 5 p.m. - All residence halls open
July 2, Friday	8 a.m. - Classes begin
July 5, Monday	Holiday
July 6, Tuesday	4 p.m. - Last day to register or add a class
	4 p.m. - Last day to drop in course load and receive a refund
July 9, Friday	5 p.m. - Last day to withdraw from the university and receive a prorated refund
July 21, Wednesday	Last day to drop a second summer session course with a "W" grade
July 30, Friday	4 p.m. - Last day to withdraw from Summer Session II
August 6, Friday	Final examinations and last day of classes
	5 p.m. - All residence halls close
August 9, Monday	12 noon - Final grades due

ACADEMIC SERVICES AND FACILITIES

Summer School

Through the Office of Academic Affairs in Lumbee Hall, the University offers a three-week MayMester, two five-week terms, and a three-week intra-session. Special workshops and institutes enrich the regular summer program, and visiting specialists augment the regular faculty when the need arises.

Through many curricular and extra-curricular activities, the summer session provides special opportunities for teachers and others who are free for summer study. Many courses and workshops are open to individuals not seeking a university degree but interested in gaining personal or professional knowledge.

A student entering the University of North Carolina at Pembroke for the first time as a beginning freshman, a transfer student, or a student who is returning to the University after an absence of one semester or more must meet all requirements for admission.

Transient students—students who are regularly enrolled at another institution of higher education and who wish to take courses at UNC Pembroke during the Summer Session for transfer to their home institution—must submit a form available from the Academic Affairs Office. This form must show that they are in good standing at their home institution and have their Dean's or Registrar's permission to enroll at UNCP. Admission to the Summer Session does not constitute admission to the University.

In-service teachers who wish to attend the Summer Session for license renewal or other purposes must submit an application. The application form and Summer Session Catalog may be obtained from the Academic Affairs Office.

Continuing Education

Evening Classes: Through the Office of Continuing Education and Distance Education in the D.F. Lowry Building, UNCP offers a number of evening classes for individuals who wish to earn degrees as full-time or part-time students.* Degree-seeking students should contact the department chair for assistance in working out plans to fulfill degree requirements.

**All requirements for the B.S. degree in Business Administration, with a concentration in Management may be completed while attending only evening classes. (See School of Business.)*

Students admitted for degree-credit course work in the evening must meet minimum University requirements for admission. Applicants meeting minimum University requirements will be admitted as special, part-time, or regular students (see Admissions).

Extension Courses: Extension instruction leads to earned credit toward a degree offered at UNCP but is offered outside the regular session.

Distance Education Programs*: UNCP offers one graduate and four undergraduate degree programs at Richmond Community College in Hamlet, N.C.; two graduate and two undergraduate programs at Sandhills Community College in Pinehurst, N.C.; and one undergraduate program at Fayetteville Technical Community College in Fayetteville, N.C. All formal education requirements, including residence requirements, may be fulfilled at each campus. Internet-based programs include the B. S. in Business Administration with a concentration in Management for graduates of accredited two-year institutions or those with 60 hours of undergraduate credit. The Masters in Public Administration (MPA) is also available in an on-line format. Both programs can be completed entirely through the Internet under the auspices of the respective faculties. Contact the department chairs for current information about these programs.

Distance Education Courses*: Distance Education Courses lead to earned credit at the university. Courses are offered in a number of off-campus locations, including Sandhills Community College in Pinehurst, Richmond Community College in Hamlet, Fayetteville Technical Community College in Fayetteville, Robeson Community College in Lumberton, South Piedmont Community College in Monroe, Southeastern Community College in Whiteville, and Bladen Community College in Elizabethtown. A number of courses in the School of Education, the School of Business, and the College of Arts and Sciences are also available via the Internet. Contact the respective department

chairs or call the office of Continuing Education and Distance Education (910-521-6352) for further information.

** All students seeking degree credit through distance education must meet the minimum requirements for university admission.*

Short Courses, Institutes, and Conferences: In addition to helping students meet licensure requirements, the University meets special needs of students through this program and continues the tradition of providing education to all segments of the population.

The University awards Continuing Education Units (CEUs) to participants in qualified programs. Continuing Education Units are a part of a nationwide recording system to provide a uniform measure of attainment in non-credit educational programs. One CEU at UNC Pembroke is defined as "ten contact hours of participation in an organized continuing education experience under responsible, capable direction, and qualified instruction."

Sampson-Livermore and Other Library Services

Named for a former chair of the UNCP Board of Trustees (Oscar Sampson) and a former UNCP Dean of Women and Professor of Religious Education (Mary Livermore), the Sampson-Livermore Library serves as the chief information resource center for the Pembroke campus and also as a link with other libraries within The University of North Carolina and the world.

Currently containing approximately 300,000 volumes and 1,500 periodical subscriptions, the Sampson-Livermore Library serves as a depository for selected state and federal documents and houses local history materials, including the Charlie Rose Archival Collection. Library patrons are offered services which include reference and information consultation and assistance, assistance with computerized database searching, interlibrary loan, orientation tours, and library use instruction.

Resources available to patrons include print materials for research and recreational reading; print and on-line databases; a computerized catalog; Internet access; microform and photo copiers; typing and study facilities; a computer laboratory; and multimedia equipment and materials.

The resources are available to patrons 91 hours a week during academic sessions and on a reduced schedule during summer, holiday, and between-session time periods. For information concerning services and hours, please phone the circulation desk at (910) 521-6516.

Specialized libraries, featuring resources appropriate to particular programs and departments, are found in several locations. In the Educational Center, the Department of Education maintains a Curriculum Laboratory and a Test Review Resource Center. In Dial Humanities Building, the Department of English, Theatre, and Languages maintains a resource center of books, journals, and media resources for English Education and foreign languages. Moore Hall houses a Music Library featuring recordings, scores, and listening facilities.

University Computing and Information Services

The Office of University Computing and Information Services provides the technical resources necessary to meet the University's mission of teaching, research, and service. The office operates a campus-wide network with a 2Gb fiber backbone and a 45Mb connection to the North Carolina Research and Education Network (NC-REN). NC-REN provides access to the Internet and Internet2. All buildings have LAN access and dedicated 10 or 100Mb desktop connections. ResNet connections are available in each dorm room, and CommuterNet is available in selected areas of the Chavis University Center and the Sampson-Livermore Library. The office also supports the campus voice network with a Lucent Definity G3R PBX, dual Cisco MCS 7835 call managers and an Octel 250 voice mail system.

To facilitate campus computing, UCIS operates a Sun e450 Enterprise server, four Sun e250 Enterprise servers, a Compaq Alphaserver 2100, and a Compaq Alphaserver 2000. Administrative computing applications are supported by mirrored Compaq Alphaserver DS20s, a Compaq Alphaserver 800 and a cluster of Sun 280s. Additional resources include Novell Netware 5.1 file and print servers as well as several Windows 2000 and Linux application servers.

The office provides traditional and computer-based training for faculty, staff, and students. Individual support is available to faculty or staff, and faculty may request workshops tailored to the

needs of specific classes. University Computing provides technical support for over 20 microcomputer labs and directly supervises the Sampson-Livermore Library lab. Help Desk assistance is available during normal business hours at (910) 521-6260 or helpdesk@uncp.edu.

UCIS also manages the Interactive Video Facility, which provides MPEG2 and H.323 videoconferencing and well as C-Band and Ku-Band satellite uplink/downlink capabilities. These allow UNCP to participate in live, two-way video classes and conferences with other sites connected to NC-REN and the North Carolina Information Highway (NCIH).

Academic Computing Resources

UNC Pembroke recognizes the importance of computer skills. Although no specific computer courses are required, students have many opportunities to gain computer proficiency. Freshman Orientation classes include sections on computing. In freshman composition, most students learn how to use a word processor and use it for writing papers. All Teacher Education programs require the development of basic computer skills and students majoring in Business Administration are required to take BUS 109, Business Uses of the Computer. Most departments expect students to use computer software in some courses. In addition, UCIS offers free training for students and faculty throughout the year.

UNC Pembroke provides its students with a wealth of computer resources. Each classroom building houses one or more microcomputer laboratories that are available during normal business hours. In addition, the D. F. Lowry Building laboratory is available 24 hours a day; the Sampson-Livermore Library laboratory is available for evening and weekend use and the Pine Hall lab is available to residents of that dorm at any time. Most campus lab computers run Windows 2000 and provide a variety of software including Microsoft Office, Netscape Navigator, SAS, CRT, AbsoluteFTP, UltimateZIP and McAfee Antivirus. Some labs also offer Microsoft Visual Studio, WordPerfect, PageMaker, SPSS, DreamWeaver MX and Photoshop LE. Specialized labs include the Foreign Language Lab, the Cartography Lab and the Education Technology Center in the School of Education. The Digital Art Studio houses Macintosh G4s running OS X, with Adobe Photoshop, Illustrator, InDesign and Acrobat. The Media Integration Lab operates Macintosh G4s running OS X with Photoshop, DVD Studio Pro and Final Cut Pro.

All permanent faculty members have a Pentium 4 or Macintosh G4 microcomputer with access to the campus LAN, the Internet and Internet2 from their office. Each classroom has a LAN connection and many have computers and digital projectors. Blackboard is used to support class web sites. UCIS offers laptops and digital projectors for faculty checkout for short periods. A Compaq 2100 and a Sun e250 provide minicomputer support for academics.

Faculty and students have access to email, web hosting and network file storage. Students may access the campus LAN from any computer lab or their dorm room. Student accounts can be created online at http://www.uncp.edu/ucis/accounts. Online access to grades and registration is available at http://braveweb.uncp.edu.

Media Center

The Media Center, located in Jacobs Hall, provides media services to academic departments, the testing center, the library, and other University units. In addition, the center provides services to the community and to students, as directed by the Associate Vice Chancellor for Academic Affairs.

University Writing Center

The University Writing Center, Dial Humanities Building 131, assists UNCP students at any stage in the writing process, from conception and organization to revision and publication. The Writing Center staff works with students on any writing task, helping students focus, select, organize, and develop ideas in early drafts of writing and helping them review, improve, and strengthen later drafts before submission. Writing Center users have access to networked computers and printers and an extensive collection of writing reference materials. The Writing Center also provides assistance in computer-assisted writing and research, in cooperation with faculty and other campus support areas.

The University Writing Center staff includes a full-time director and a group of upperclassmen and graduate students from across the disciplines, chosen by the director, who have extensive training in the writing process, tutoring, and their Writing Center responsibilities. The director of the Writing Center communicates frequently with faculty to determine both the general needs of classes and the particular needs of individual students who use the center's services.

The University Writing Center opened at UNCP in May 1994 as a Title III-funded student support program and was granted permanent institutional support by the Office of Academic Affairs and the Department of English, Theatre, and Languages in August 1998.

Office of Advisement and Retention

The Office of Advisement and Retention, located in the D.F. Lowry Building, is designed to provide a support system for students through numerous programs and activities: academic advisement, career/major counseling, major declaration, and Early Alert consultation. Through the Early Alert Program, a professor or staff member may recommend that a student seek help for a problem that threatens the student's academic success. Continued absence from class is usually the first and most significant indication that a student should be referred. Academic advisors from the office work with the student to determine appropriate help and draws on existing programs and offices to find a workable solution. In addition, FRS 100 (Freshman Seminar) is coordinated through this office.

Office of International Programs

The Office of International Programs is established to promote the internationalization of the university community. This office, working with other units of the university, attracts high-quality international graduate and undergraduate students to the campus. It also promotes student study-abroad and exchange programs with universities throughout the world. In addition, this office handles faculty teaching and research exchange programs and other related international endeavors.

The Office of International Programs, working with the University Attorney, is also responsible for international contracts; in the past few years, many new contracts have been signed between UNCP and other universities throughout the world. This office, working with the Office of Outreach, the School of Graduate Studies, and various schools and academic departments, offers degree and non-degree programs abroad. Moreover, this office, working with the Office of Sponsored Research and Programs, coordinates and applies for federal and private international grants; numerous international grants have been awarded recently.

Center for Adult Learners

The Center for Adult Learners' goal is to help meet the needs of the adult learner who attends UNCP by providing resource and referral information about campus and community resources. The center is designed to be a comprehensive resource and referral area for nontraditional students. It offers extended evening hours, a special freshman seminar class, readiness workshops, academic advising, orientation programs, a Peer Mentoring Program, and a Single Parent Support Group. The Center for Adult Learners is located in the D.F. Lowry Building.

TRIO Programs

TRIO Programs at UNCP are designed to help meet the academic, cultural, and financial needs of participants in order that they may achieve a high success rate while in school. The two projects included are Upward Bound and Student Support Services.

Upward Bound is funded to serve seventy-five Robeson and Hoke County high school students who have the academic potential to become first-generation college students but lack certain skills or motivation to demonstrate that talent. The program consists of an academic and a summer phase. During the academic phase, students are encouraged to achieve their educational potential with the help of weekly tutoring sessions in their high school courses. Assistance is also provided for seniors in completing college and financial-aid applications. During the summer phase, participants live on campus for six weeks and attend a daily schedule of classes in the mornings and afternoons. This

summer component familiarizes students with college life, motivating students and developing and enriching their basic skills. Recreational and human development activities are also incorporated into the schedule.

TRIO Programs is funded to serve two hundred college students at UNCP. The program offers the following services:

* instruction in Freshman Seminar
* tutoring on a one-to-one or a small group basis in all majors offered at the University
* reading skills instruction in increasing vocabulary, comprehension, and rate
* study skills assistance in developing techniques of note-taking and test-taking
* assistance in applying for financial aid and scholarship programs
* guidance in academic, vocational, and personal/social concerns
* opportunities to participate in cultural activities
* access to reference and resource materials, which include magazines, paperbacks, and a file on current events.

Disability Support Services

The office of Disability Support Services, located in the D.F. Lowry Building, provides services to students who are protected by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The mission of Disability Support Services is to create an accessible community where people are judged on their ability, not their disability. Disability Support Services strives to provide individuals with the tools by which they can better accomplish their educational goals.

Disability Support Services may be reached by calling (910) 521-6695 or by email at dss@uncp.edu. Office hours are Monday through Friday from 8:00am - 5:00pm. Appointments are requested.

Any student requesting services must register with the office, provide documentation of a disability, and agree to follow the policies and procedures of Disability Support Services. An opportunity to register as a student with a disability is provided in the acceptance package from UNCP's Admissions Office. A student may register with Disability Support Services anytime by making an appointment and providing necessary information to the Director. Accommodations for students with disabilities are not retroactive.

Students with disabilities have Assistive Technology available to them in the office of Disability Support Services and in the Sampson-Livermore Library. Students will receive training on software packages from Disability Support Services staff. Students may access these services by registering with the office of Disability Support Services.

North Carolina Health Careers Access Program at UNCP (NC-HCAP)

The North Carolina Health Careers Access Program (NC-HCAP) at The University of North Carolina at Pembroke is one of three centers of the North Carolina Health Careers Access Program (NC-HCAP). This interinstitutional program of the University of North Carolina was established in 1971 to address the serious shortage of health professionals in North Carolina, especially among underrepresented minorities (African American and Native American) and disadvantaged population groups. Interested students should contact the HCAP office at (910) 521-6673 or (910) 521-6493.

The purpose of NC-HCAP is to provide recruitment, counseling, and enrichment services and activities to increase the number of underrepresented minority and disadvantaged persons being trained for and employed in the health professions of medicine, optometry, dentistry, veterinary medicine, osteopathic medicine, pharmacy, podiatry, public health, and allied health fields of study.

The NC-HCAP at The University of North Carolina at Pembroke serves the Southeast region of North Carolina and offers the following services and activities:

* provides information on over 200 different health careers and on a broad range of health professions programs available in North Carolina and elsewhere;
* provides counseling for individuals seeking careers in the health professions for which training is available in the constituent institutions of The University of North Carolina and in the North Carolina technical institutes and community colleges;

* provides retention and enrichment services for minority students enrolled in pre-profession health programs;
* provides professional study guides and review materials to assist students in preparing for health professions schools admissions tests (i.e., MCAT, DAT, PCAT, etc.);
* provides assistance with AMCAS applications;
* provides assistance with individual student mock interviews;
* coordinates seminars on admission procedures, entrance exams, curriculum requirements, and financial aid for health professions schools and graduate biomedical science programs;
* provides educational field trips to medical centers and health professions schools in North Carolina, and interaction with health professions schools' faculties, administrators, and students and with practicing health professionals;
* assists minority and disadvantaged students interested in health professions programs in identifying adequate financial aid resources;
* conducts health careers workshops for minority high school students and health careers clubs;
* sponsors a **Health Careers Club at UNCP** for enrolled health science majors and others interested in pursuing careers in the health professions.

NC-HCAP also conducts a **Clinical Health Summer Program (CHSP)**, a seven-week educational work/learning clinical health experience held each year during May through June. The 40-hour-a-week salaried positions consist of both clinical experiences in health care agencies and academic enrichment experiences for underrepresented minority and disadvantaged health science majors interested in health-related careers.

Health Careers Opportunity Program at UNCP (HCOP)

Mission: The mission of the HCOP program is to increase the number of students applying to and completing health professions curricula, especially students who have aspirations of returning to rural Southeastern North Carolina to practice their profession. For information about the program contact the HCOP coordinator at (910) 521-6590.

Purpose: The purpose of HCOP is to increase student awareness of health careers and health training programs in Medicine, Optometry, Dentistry, Veterinary Medicine, Osteopathic Medicine, Podiatry, Pharmacy, and Public Health.

UNCP Academic Year Activities:

* Support and counseling provided daily by Health Careers office staff.
* Resources available with information and statistics on various health professions.
* A Health Professions Leadership Series designed to address pertinent concerns and issues for health career students.
* Assistance with AMCAS and financial aid packets.
* Special workshops for the development of communication skills, test-taking skills, science/mathematics problem-solving workshops.
* Health Profession Examination Review Courses to assist pre-health students with profession examinations, writing professional essays, and planning course curriculum.
* Interview techniques to enhance admission to health professions institutions.
* Monthly seminars pertaining to professional development and admissions advocacy with health profession schools.
* Field trips to recruitment fairs, health profession schools, hospitals, and clinics.
* Information on financial aid, research fellowships, summer programs, and grant opportunities for pre-health students.

Summer Science Enrichment Program:

This six-week summer program, held on the campus at UNCP, is designed to expose graduating high school seniors to a university-level pre-health curriculum.

This program includes courses in mathematics, biology, chemistry, physics, computer science, master student/study skills, and oral/written communications.

The Summer Science Enrichment Program was made possible through a grant from the *U.S. Dept. of Health and Human Services, Public Health Service, Health Service and Resource Administration, Bureau of Health Professions, Division of Disadvantage Assistance, Rockville, MD 20857.*

Native American Resource Center

The Native American Resource Center, on the first floor of Old Main, offers a rich collection of authentic American Indian artifacts, handicrafts, art, books, cassettes, record albums, and filmstrips about the Native Americans, with emphasis on the Lumbee Indians of Robeson County. An exciting variety of exhibits is on display, including prehistoric tools and weapons, 19th century Lumbee household and farm equipment, and contemporary Indian art. Indian cultures from all sections of the United States, Canada, Central America, and South America are represented by characteristic artifacts.

WNCP Television Station

WNCP-TV is the University's cable television station. The station is operated by the students, staff, and faculty of the Department of Mass Communications and supports the academic program in Broadcasting by providing its students with a strong practical working environment to gain needed production experience.

WNCP-TV also supports both the university and the surrounding communities by broadcasting its signal throughout the local area, and worldwide through its webcasting efforts.

The shows produced for WNCP-TV cover a wide range of topics including, news, sports, public affairs, entertainment, and special programs such as live events around the campus.

WNCP-TV facilities include a three-camera studio, control room, video editing suites, audio production room, and Media Integration Mac Lab.

The Teaching and Learning Center

The Teaching and Learning Center, in Old Main building, fulfills the 1993 mandate of the UNC General Administration designed to stimulate teaching excellence at system schools. The office sponsors faculty development workshops facilitated by both on- and off-campus experts; coordinates the annual Faculty Development Day, which offers faculty development in teaching and related areas; disseminates *TLC@UNCP* each semester to reach the faculty with information designed to help faculty with teaching (including providing information on web sites); distributes faculty development funds to faculty traveling to both discipline-based conferences and teaching workshops; houses a library of resources on teaching-related topics such as syllabus and test construction, student motivation, and teaching technology; oversees a mentoring program for new faculty members; and writes grants to stimulate instructional improvement.

Center for Sponsored Research and Programs

The Center for Sponsored Research and Programs manages the University's sponsored research, grant, contract, and cooperative agreement program. The director provides direction and assistance to faculty and staff in developing grant proposals, maintaining an external sponsored program database, alerting faculty and staff to potential grant programs, and reporting institutional grant activity to the UNC General Administration. Grant programs include research grants, national research service awards, research career programs, instructional and training projects in most academic disciplines, public service awards, minority programs, economic development projects, partnerships, and cooperative agreement projects. The office conducts grant writing workshops and assists recipients of awards in applying Federal grant policies.

Institutional Research and Planning

The Office of Institutional Research and Planning collects and analyzes data regarding students, faculty and staff, facilities, and institutional programs, services and operations. Reports generated from this data are used internally to support institutional decision making and planning, and are also disseminated to the University of North Carolina's Office of the President and other external agencies. Selected information is compiled annually in the *Fact Book*, which is distributed on campus and is available at the Institutional Research and Planning website (http://uncp.edu/ir). In addition, the Office is a resource for survey and questionnaire research concerning the university.

Regional Center for Economic, Community, and Professional Development

The Regional Center for Economic, Community, and Professional Development is located in the West Office Building. The Regional Center provides outreach services to the citizens, businesses, governments and nonprofit organizations throughout the region. These outreach services are executed in cooperation with organizations to provide management development programs, health care initiatives, customized training, consulting, grants development, planning and technical assistance, conference designing and implementation, and economic and social research.

Professional Development: The center offers over 30 non-credit workshops leading to a certificate in Management Development with concentrated study in group dynamics, communications, quality, change, and strategic planning. These programs can also be tailored to meet an organization's specific needs, and instruction can be arranged on-site.

Small Business and Technology Development Center: Operated as an inter-institutional program of The University of North Carolina, SBTDC provides information and individualized counseling services to citizens who are starting a business.

Community Services: The center supports community agencies and the nonprofit sector through services such as grants assistance, community organizing, and leadership development. Healthy Start, a national infant mortality initiative, is administered by the Regional Center under Community Health Alliance.

UNDERGRADUATE ACADEMIC PROGRAMS

BACCALAUREATE DEGREES 19
FRESHMAN SEMINAR 22
GENERAL EDUCATION 23
UNIVERSITY HONORS COLLEGE 29
TEACHER EDUCATION 31
SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS 32

BACCALAUREATE DEGREE PROGRAMS AND AREAS OF STUDY

American Indian Studies, B.A.
American Studies, B.A. (see History)
Art, B.A.
- Studio Art
- Art Education Licensure (K-12)

Biology
- Biology, B.S.
  - Botany
  - Molecular Biology
  - Zoology
  - Biomedical Emphasis
  - Medical Technology Emphasis
  - Biology Education Licensure
  - Environmental Biology
- Science Education, B.S.

Business
- Business Administration, B.S.
  - Finance
  - Management
  - Marketing
  - Economics
- Accounting, B.S.

Chemistry and Physics
- Chemistry, B.S.
  - Professional Concentration
  - Molecular Biotechnology
  - Biomedical Emphasis
  - Medical Technology
  - Forensic Chemistry
- Applied Physics, B.S.
- Science Education, B.S.

Education
- Elementary Education, B.S.
- Middle Grades Education, B.S.
  - Language Arts, Mathematics, Science, Social Studies
- Special Education, B.S.
  - Learning Disabilities
  - Mental Retardation
- Birth - Kindergarten Education, B.S.

English, Theatre, and Languages
- English, B.A.
  - English
  - English Education Licensure
  - Theatre Arts

Health, Physical Education, and Recreation
- Physical Education, B.S.
  - Exercise and Sport Science
  - Physical Education Licensure (K-12)
  - Recreation Management/ Administration
- Health Promotion, B.S.

History
- History, B.A.
  - History
  - Social Studies Education Licensure
- American Studies, B.A.

Mass Communications, B.S.
- Broadcasting
- Journalism
- Public Relations

Mathematics and Computer Science
- Mathematics, B.S.
  - Mathematics
  - Mathematics Education Licensure
- Computer Science, B.S.

Music
- Music, B.M. (with Licensure K-12)
  - Vocal Emphasis
  - Instrumental Emphasis
  - Keyboard Emphasis/Vocal
  - Keyboard Emphasis/Instrumental
- Music, B.M.
  - Musical Theatre
- Music, B.A.
  - Music
  - Music: Emphasis in Music Industry

Nursing, B.S.N. (for Registered Nurses)
Philosophy and Religion, B.A.
Political Science and Public Administration
- Political Science, B.A.
  - Political Science
  - Pre-Law
  - Public Administration
  - International Studies

Psychology and Counseling
- Psychology, B.S.

Science Education, B.S. (see Biology, Chemistry & Physics)
Sociology, Social Work, & Criminal Justice
- Sociology, B.A.
  - Sociology
  - Medical Sociology
- Criminal Justice, B.A.
- Social Work, B.S.W.

REQUIREMENTS AND OPTIONS FOR A BACCALAUREATE DEGREE

To earn a baccalaureate degree from the University of North Carolina at Pembroke, students must earn between 120 and 128 hours of course credit in a program of study that includes a Freshman Seminar (FRS 100), required of all freshmen during their first 15 hours, a General Education program of 44 hours, and at least one academic major.

UNC Pembroke operates on the traditional two-semester system and offers an extensive summer program designed to permit the academic acceleration of regular university students and to serve the needs of public school teachers. Summer Session is divided into two terms.

REQUIREMENTS FOR A MAJOR

A major is a planned program of study of between 30-50 semester hours of course credit, exclusive of courses applied to satisfy General Education requirements. At least 15 hours of credit must be in courses numbered above 299.

Detailed requirements for majors have been established by each department and can be found in the sections of this catalog describing undergraduate programs of study in the College of Arts and Sciences, the School of Business, the School of Education, and the Nursing Program.

REQUIREMENTS FOR A DOUBLE MAJOR

A student may elect to earn majors in two separate disciplines on the condition that the student meets all requirements for each major. The student who completes requirements for more than one major will receive only one degree, but at the time of initial graduation, the record will indicate both majors.

REQUIREMENTS FOR A SECOND BACCALAUREATE DEGREE

A student with a bachelor's degree may receive a second baccalaureate degree if it is a different degree and a different major by fulfilling the following requirements:

(1)The student must meet all the requirements for the second degree and major.

(2)The student must complete a minimum of 30 hours in residence beyond the requirement for the first degree.

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

Students earning a baccalaureate degree may take advantage of one or more special programs. Teacher Education and Health Professions Programs are described below. The Night Program is described under the School of Business.

The following programs are described in detail in the Special Programs and Interdisciplinary Majors and Minors section of this catalog.

SPECIAL PROGRAMS and INTERDISCIPLINARY MAJORS and MINORS	
University Honors College Program Teaching Fellows Program Summer Research Opportunities Program College Opportunity Program Aerospace Studies (Air Force ROTC) and Military Science (Army ROTC) (School of Education)	American Studies Major and Minor African American Studies Minor Applied Gerontology Minor Personnel and Organizational Leadership Minor Substance Abuse Minor World Studies Minor

ACADEMIC CONCENTRATIONS

In addition to majors and minors, a number of departments offer academic concentrations. These concentrations require from 24 to 27 semester hours, depending on departmental requirements. Teacher Education majors subject to The University of North Carolina requirement for completion of a concentration in a basic academic discipline may select one of these academic concentrations to fulfill that requirement or may choose to earn a second major of 30 hours in Philosophy and Religion. Any student may elect to complete an academic concentration in addition to a major. Students considering academic concentrations should consult the appropriate academic department in the College of Arts and Sciences section.

ACADEMIC CONCENTRATIONS (for Education majors and all students)	
American Indian Studies American Studies Art Biology English Geography Geology History	Mathematics Music Physics Political Science Psychology Sociology Spanish

REQUIREMENTS FOR A MINOR

A recognized minor ordinarily consists of 18 to 21 semester hours of courses. With the approval of the department granting the minor, up to six hours of the courses counted toward a minor may be used to satisfy General Education, major requirements, or requirements of an additional minor. The award of a minor requires a minimum cumulative QPA of 2.0 in the minor and the formal approval of the department concerned. Successful completion of a minor will be noted on the student's official transcript. Student participation in minor programs will be optional. For more information see departments in undergraduate programs sections or, for *interdisciplinary minors, see Special Programs.

ACADEMIC MINORS		
*African American Studies American Indian Studies *American Studies *Applied Gerontology Art Athletic Coaching Business Administration Community Development Computer Science Criminal Justice Economics Geography Geology Health Promotion History	Jazz Studies Journalism Language Legal Studies Literature Marketing Mathematics Medical Sociology Music *Personnel & Organizational Leadership Philosophy Physical Education Physics Political Science	Psychology Public Policy & Administration Public Relations Recreation Religion Sacred Music Social Welfare Sociology Spanish Speech *Substance Abuse Theatre *World Studies Writing

FRESHMAN SEMINAR

Coordinator: Jonathan Maisonpierre

A university education requires attitudes and skills that go far beyond what students have needed previously. One of its most distinctive features is its direct confrontation with the limitations of human knowledge. In high school we relied on teachers and textbook writers to decide difficult issues; at the University we move into a domain where experts routinely disagree and many issues have no simple answers. Out of this experience, we learn a new respect for skepticism, open-mindedness, and our own creativity.

The University also introduces us to much greater personal freedom and independence. We move away from the security of our families into the world of college life. This change forces us to budget our own time and to sustain our own motivation for achievement.

Finally, the content of a university curriculum is more difficult to comprehend and retain than anything we have faced before. We read technical, specialized material and learn words we have never seen. We are asked to identify key ideas on our own and to review for comprehensive examinations.

All of these considerations suggest that new students should receive special instruction preparing them for the unique challenges of university life. Accordingly, The University of North Carolina at Pembroke has developed a course entitled Freshman Seminar (FRS 100). This course is a regular academic endeavor, with lectures, examinations, and academic credit. Its content is summarized in the description presented below. Students are encouraged to participate actively in this course and to prepare carefully for its examinations. Such effort may prove more valuable than any other activity undertaken during one's first months at the University.

A grade of "C" (2.0) or better must be earned in order to satisfy the Freshman Seminar requirement.

COURSE (FRS)

FRS 100. Freshman Seminar

General introduction to the academic substance, study methods, and special adjustment problems of university life. Conducted by faculty and staff from various departments. Required of all incoming freshmen during their first fifteen credit hours of course work at the University. Fall, Spring. Credit, 1 semester hour.

GENERAL EDUCATION PROGRAM

Graduation from The University of North Carolina at Pembroke is based on successful completion of General Education, which is required for all baccalaureate degrees, and upon successful completion of a specialized program for a major.

OBJECTIVES FOR GENERAL EDUCATION

The University of North Carolina at Pembroke seeks to graduate students with broad vision, who are sensitive to values, who recognize the complexity of social problems, and who will be contributing citizens with an international perspective and an appreciation for achievements of diverse civilizations. In addition to meeting all major program requirements, students awarded baccalaureate degrees by The University of North Carolina at Pembroke are required to complete a 44-hour General Education program. The General Education program has been designed to provide students with an understanding of the fundamental principles and contributions of a variety of disciplines and to foster the ability to analyze and weigh evidence, exercise quantitative and scientific skills, make informed decisions, write and speak clearly, and think critically and creatively. The specific areas of student learning are:

I. Academic Skills

Communication—The UNCP graduate should communicate effectively in writing and in speaking.

Critical Thinking—The UNCP graduate should read analytically and think critically.

Problem Solving—The UNCP graduate should, using technology where appropriate, be able to

* identify and define a problem,
* collect and organize information necessary to solve a problem,
* select and conduct appropriate analysis to solve a problem, and
* make decisions based on evidence and reasoning.

II. Knowledge and Applications

Arts, Literature, History, and Ideas—The UNCP graduate should demonstrate knowledge of, appreciation for, and understanding of contributions to society of:

* the fine and performing arts,
* the major literary works,
* major world civilizations and their histories, and
* major philosophic and religious belief systems.

Individual and Society—The UNCP graduate should demonstrate knowledge of:

* human behavior, cultures, and societies,
* social, political and economic institutions and relationships, and
* geographical concepts.

Mathematics, Science, and Technology—The UNCP graduate should:

* apply mathematical principles, concepts, and skills to meet personal and career demands,
* demonstrate knowledge of the purpose, methods and principles of scientific inquiry,
* better understand self and environment through knowledge of scientific principles and concepts, and
* demonstrate knowledge of the effects of technology upon the physical and human environment.

III. Education for Life

Lifelong Learning—The UNCP graduate should demonstrate an appreciation of the need for the lifelong pursuit of additional skills and knowledge as an educated and informed citizen and demonstrate a sensitivity to the arts as essential to a full life.

Wellness—The UNCP graduate should demonstrate a knowledge and appreciation of the basic principles of wellness.

Cultural Diversity—The UNCP graduate should demonstrate a sensitivity to rights and views of others, an appreciation of various cultures, and an active concern for the well-being of others.

Values—The UNCP graduate should demonstrate knowledge of how values are formed and how they influence personal and societal actions.

GENERAL EDUCATION REQUIREMENTS (44 Hours Total)

For some majors, certain courses may count toward both General Education and Major requirements. Some courses have prerequisites. **Ask your advisor for assistance** in selecting appropriate courses.

I. Communication Skills (6 or 9 hours)

ENG 105 Composition I
ENG 106 Composition II

A full-time student must enroll in ENG 105, Composition I, immediately and must earn a "C" (2.0) grade or better before enrolling in ENG 106, Composition II. A student must remain continuously enrolled in ENG 105 and 106 until he or she has earned a "C" (2.0) grade or better in ENG 106.

All entering freshmen and all freshmen transfers must complete the ENG 105 and 106 sequence successfully before they earn a total of 60 credit hours. All students who transfer with 30 credits or more must complete ENG 106 during their first 30 semester hours at UNCP. Students who have not completed their composition courses at the end of the allotted time will no longer be permitted to register for 300 or 400 level courses. If they attempt to do so, the registrar's office will cancel their registration and require them to register only for courses below the 300 level until they receive a "C" (2.0) in ENG 106. (The Enrollment Management Subcommittee of the Faculty Senate, or in emergencies the Assistant Vice Chancellor for Academic Affairs, will consider exceptional cases.)

SPE 102 Fundamentals of Voice and Diction.

All entering freshmen are required to take this course unless they test out of it. Uopn earning 60 hours, a student must either have satisfied the speech requirement through testing, have taken SPE 102, or be registered for SPE 102 in the following semester.

II. Academic Content and Skills

A. Arts and Humanities Division (12 hours): Choose one course from each of these four areas:

(1) Fine Arts

ART	202	Introduction to Digital Arts
ART	205	Art Appreciation
ART	208	Survey of Art History I
ART	209	Survey of Art History II
THE	250	Introduction to Theatre
MUS	102	Introduction to Music Appreciation
MUS	104	Introduction to Jazz Appreciation
MUS	295	Music History and Literature I

(2) Literature (completion of ENG 105 and 106 with a 2.0 is prerequisite for these courses)

ENG	201	Southern Literature
ENG	202	Contemporary Literature
ENG	203	Literary Genres
ENG	205	World Literature Before 1660
ENG	206	World Literature After 1660
ENG	208	Women's Literature
ENG	209	Literature and Film
ENG	210	African American Literature
ENG(AIS)	220	Native American Literature
ENG	223	American Literature Before 1865
ENG	224	American Literature After 1865
ENG	247	British Literature Before 1790
ENG	248	British Literature After 1790

(3) History

HST	101	American Civilization to 1877
HST	102	American Civilization since 1877
HST(AIS)	110	History of the American Indian to 1865
HST(AIS)	111	History of the American Indian since 1865
HST	114	World Civilizations to 1500
HST	115	World Civilizations since 1500

(4) **Philosophy and Religion**

PHI	100	Introduction to Philosophy
PHI	101	Introduction to Logic
PHI	204	Introduction to Ethics
REL	130	Introduction to Religion

B. Social Science Division (9 hours): Choose one course from each of **three** of five areas:

(1)**Economics**

ECN	100	Economic Perspectives
ECN	202	Principles of Microeconomics
ECN	203	Principles of Macroeconomics

(2)**Geography**

GGY	101	Principles of Geography
GGY	102	World Regional Geography
GGY	200	Cultural Geography
GGY(ECN)	206	Economic Geography

(3)**Political Science**

PSPA	100	Introduction to Political Science
PSPA	101	Introduction to American National Government

(4)**Psychology**

PSY	101	Introductory Psychology

(5)**Sociology**

SOC	101	Introduction to Modern Sociology
SOC (AIS)	105	Introduction to Cultural Anthropology
SOC	201	Sociological Concepts

University Honors College students only may substitute for courses in two disciplines:

HON	100	Contemporary Public Issues
HON	275	The Individual in Society

C. Natural Sciences and Mathematics Division (9 hours)

Natural Science (6 hours); choose one course from two (2) of the four (4) areas. Students selecting Physical Science 110 must select the other course from either Biology or Earth Science.

(1)**Biology**

BIO	100	Principles of Biology
BIO	103	Basic Human Biology
BIO	210	Environmental Biology

(2)**Chemistry**

CHM	130	General Chemistry I
CHM	140	Chemistry for Health Sciences I

(3)**Earth Science**

GLY(GGY)	115	Earth Science
GLY(GGY,PHS)	246	Weather and Climate

(4)**Physical Science**

PHS	110	Physical Science I
PHS	156	Astronomy
PHY	100	Elementary Physics I
PHY	150	College Physics I
PHY	200	University Physics I

University Honors College students only may fulfill one natural science course requirement with:

HON	151	Contemporary Issues in Science and Technology

Mathematics (3 hours); choose one course from those listed below

MAT	105	Introduction to College Mathematics
MAT	107	College Algebra
MAT	108	Plane Trigonometry
MAT	109	College Algebra and Trigonometry
MAT	215	Calculus with Applications
MAT	221	Calculus I

III. Physical Education and Wellness (2 hours)

Choose two of the following courses:

PED 101	Wellness and Fitness	PED 139	Racquetball
PED 130	Fitness Walking	PED 141	Physical Conditioning
PED 131	Archery	PED 145	Volleyball
PED 132	Badminton	PED 146	Weight Training
PED 133	Golf	PED 177	Advanced Physical Conditioning (Aimed at Varsity Athletes)
PED 134	Swimming		
PED 135	Tennis	PED 179	Aerobic Dance
PED 136	Soccer	PED (MSC)180	Military Physical Training
PED 137	Bowling	PED 190	Outdoor Fitness
PED 138	Rhythms & Dance	PED 195	Water Aerobics

IV. General Education Program Electives (6 hours, or 3 hours if SPE 102 required)

Choose two additional courses from those listed below. These two courses must be from different divisions except for the foreign language option. Students who take SPE 102 for Basic Skills take 3 hours of electives, which may not be SPE 200 or SPE 201.

Foreign Language Option

Students electing the foreign language option MUST complete two courses of the **same** foreign language to satisfy the Program Electives area of General Education.

FRH	131, 132	Elementary French	FRH	231, 232	Intermediate French
GER	131, 132	Elementary German	GER	231, 232	Intermediate German
ITL	131, 132	Elementary Italian			
SPN	131, 132	Elementary Spanish	SPN	231, 232	Intermediate Spanish
XXX	131, 132	Introductory Foreign Language Study	XXX	231, 232	Intermediate Foreign Language Study

Arts and Humanities Division Elective

Fine Arts

ART	101	Elements of Design
ART	202	Introduction to Digital Arts
ART	205	Art Appreciation
ART	208	Survey of Art History I
ART	209	Survey of Art History II
ART	256	Web Design
ARTS	1xx	Special Topics in Art
THE	201	Elements of Acting
THE	250	Introduction to Theater
MUS	102	Introduction to Music Appreciation
MUS	104	Introduction to Jazz Appreciation
MUS	296	Music History & Literature II

Literature and Speech (a 2.0 in ENG 105 and 106 is prerequisite for the ENG courses)

ENG	201	Southern Literature
ENG	202	Contemporary Literature
ENG	203	Literary Genres
ENG	204	Mythology of All Peoples
ENG	205	World Literature Before 1660

ENG	206	World Literature After 1660
ENG	208	Women's Literature
ENG	209	Literature and Film
ENG	210	African American Literature
ENG(AIS)	220	Native American Literature
ENG	223	American Literature Before 1865
ENG	224	American Literature After 1865
ENG	247	British Literature Before 1790
ENG	248	British Literature After 1790
ENGS	2xx	Studies in Literature
SPE	200	Interpersonal Communication
SPE	201	Fundamentals of Speech

History

HST	101	American Civilization to 1877
HST	102	American Civilization since 1877
HST (AIS)	110	History of the American Indian to 1865
HST (AIS)	111	History of the American Indian since 1865
HST	114	World Civilizations to 1500
HST	115	World Civilizations since 1500

Philosophy and Religion

AIS	201	American Indian Culture
PHI	100	Introduction to Philosophy
PHI	101	Introduction to Logic
PHI (REL)	102	Perspectives on Humanity
PHI (REL)	202	Philosophy of Religion
PHI	204	Introduction to Ethics
PHI	205	Social and Political Philosophy
PHI	211	American Philosophy
REL	105	Introduction to the Old Testament
REL	106	Introduction to the New Testament
REL	130	Introduction to Religion
REL	209	Religion in America
REL (AIS)	213	American Indian Religious Traditions
REL	214	Introduction to Religious Ethics
REL	216	Religions of the Far East
REL	218	Religions of the Near East

University Honors College students only may take 1 as a Humanities Division Elective:

HON	200	The Humanistic Tradition I
HON	201	The Humanistic Tradition II

Social Science Division Elective

Economics

ECN	100	Economic Perspectives
ECN	202	Principles of Microeconomics
ECN	203	Principles of Macroeconomics
FIN	205	Personal Finance

Geography

GGY	101	Principles of Geography
GGY	102	World Regional Geography
GGY	200	Cultural Geography
GGY (ECN)	206	Economic Geography

Political Science

PSPA	100	Introduction to Political Science
PSPA	101	Introduction to American National Government

Psychology

PSY	101	Introductory Psychology

Sociology

SOC	101	Introduction to Modern Sociology
SOC (AIS)	105	Introduction to Cultural Anthropology
SOC	201	Sociological Concepts

Natural Science and Mathematics Division Elective

Natural Science

BIO	100	Principles of Biology
BIO	101	General Botany
BIO	102	General Zoology
BIO	103	Basic Human Biology
BIO	210	Environmental Biology
CHM	130	General Chemistry I
CHM	131	General Chemistry II
CHM	140	Chemistry for Health Sciences I
CHM	141	Chemistry for Health Sciences II
GLY	100	Physical Geology
GLY (GGY)	115	Earth Science
GLY (GGY)	125	Earth History
GLY	226	Physical Oceanography
GLY (GGY,PHS)	246	Weather and Climate
GLY (GGY)	262	Environmental Geology
PHS	110	Physical Science I
PHS	111	Physical Science II
PHS	156	Astronomy
PHY	100	Elementary Physics I
PHY	101	Elementary Physics I
PHY	150	College Physics I
PHY	151	College Physics II
PHY	200	University Physics I
PHY	201	University Physics II

University Honors College students only may take the following as a Divisional Elective

HON	251	Horizons in Math and Computer Science

Mathematics and Computer Science

CSC	202	Microcomputer Programming
MAT	105	Introduction to College Mathematics
MAT	107	College Algebra
MAT	108	Plane Trigonometry
MAT	109	College Algebra and Trigonometry
MAT	118	Finite Mathematics
MAT	210	Introduction to Statistics
MAT	215	Calculus with Applications
MAT	221	Calculus I
MAT	222	Calculus II

UNIVERSITY HONORS COLLEGE

Director: Carolyn R. Thompson

HONORS COUNCIL

Robert W. Brown, Chair
Howard Ling
Thomas A. Dooling
William Gash
John McMillan
Elizabeth Normandy
Preston Swiney
Joseph W. Goldston
Bruce Blackmon
Diane Jones
Irene P. Aiken
Elizabeth W. Maisonpierre
Abdul Ghaffar
Susan Edkins
Monika Brown

The University Honors College at UNC Pembroke recognizes and promotes the scholarly and personal growth of outstanding students. University Honors College students are provided interdisciplinary educational opportunities that enhance the general curriculum. These opportunities are developed around a learning community of honors students and include selected general education courses, small interdisciplinary seminars, cultural and service programs, and shared residential facilities with other honors students. The University Honors College offers an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; and closer interaction with individual faculty members in the College. Each University Honors College student will prepare a senior project under the supervision of a faculty mentor.

University Honors College students are selected on the basis of class rank, high school grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and extra-curricular and community achievements. Students already enrolled at UNC Pembroke and transfer students are also eligible to apply for admission to the University Honors College. University Honors College students are appointed by the Director of the University Honors College upon the recommendation of the Honors Council.

To remain in the University Honors College, students are required to maintain a minimum overall quality-point average of 3.0 upon completion of the freshman year, 3.25 upon completion of the sophomore year, and 3.5 upon completion of the junior year. University Honors College students will receive a University Honors College diploma and will be recognized at commencement. To graduate with the University Honors College designation, the student must complete the University Honors College program.

University Honors College students will take several courses together during the freshman year prior to beginning their major course work. These courses include Honors English, Honors Biology, and one interdisciplinary seminar. University Honors College students will be required to take three additional interdisciplinary honors seminars during the freshman and sophomore years. During the junior and senior years, University Honors College students design, complete, and present their University Honors College Thesis/Project. All University Honors College students are advised by the Director of the University Honors College until they declare a major field of study.

The six HON seminars are usually offered according to the following schedule:

Fall: HON 100, 150, 200; Spring: HON 151, 201, 275

Transfer students and students entering the University Honors College as other than freshmen will also be expected to take the four honors seminars, so long as they can be fitted into the student's program of study. The number of honors courses that transfer students or non-freshmen will be required to take will be determined by the Director of the University Honors College, after consultation with the student and the Honors Council.

Honors Thesis/Project: All University Honors College students must complete HON 400 (Research Methods and Prospectus [one semester hour]) and HON 450 (Honors Thesis/Project [three semester hours]) prior to graduation. University Honors College students who elect to complete a senior Thesis/Project in their major department may substitute an equivalent departmental course for HON 450. The departmental Thesis/Project must meet the standards for the Honors Thesis/Project established by the Honors Council. The Honors Council and the Director of the University Honors College recommend that HON 400 should be taken during the fall semester of

the junior year. Students failing to complete the HON 400 course by the end of the junior year will not be continued on their academic scholarship. University Honors College students should plan on presenting their Thesis/Project at the end of the fall semester of the senior year. Requirements and procedures for the University Honors College Thesis/Project are outlined in The Preparation of the University Honors College Thesis/Project. Copies of this guide are available from the Director of the University Honors College or the Chair of the Honors Council.

The University Honors College is currently undergoing revision and restructuring. University Honors College students should therefore consult with the Director of the University Honors College or the Chair of the Honors Council concerning these revisions.

COURSES (HON)

HON 100. Contemporary Public Issues

Analysis of selected contemporary events from the points of view of history, political science, psychology, geography, economics, philosophy, religion, and sociology, in the light of weekly world developments. Emphasis upon the appreciation and development of logic and style in critical thought in considering international and domestic conflicts, human rights and institutional effectiveness, freedom and responsibility, and resources, technology, and the environment. Fall. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Social Sciences Division.

HON 151. Contemporary Issues in Science and Technology

An interdisciplinary examination of scientific and technological issues of current global significance. The scientific principles relating to each topic will be examined, followed by analysis of management possibilities and problems, technological applications, and implications for society. Where appropriate, laboratory experiences (both on and off campus) will be involved which expose the student to relevant techniques and methodology. Spring. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Physical Science area of the Natural Sciences and Mathematics Division.

HON 200. The Humanistic Tradition I

Interdisciplinary examination of cultures in selected epochs from prehistory to the Baroque Era. Illustrative works and ideas from literature, art, music, religion, and philosophy, studied to characterize each period and its contribution to humanity's self-understanding. Fall. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities.

HON 201. The Humanistic Tradition II

Interdisciplinary examination of cultures in selected epochs from the Baroque to the present. Antecedents and consequences of some focal cultural themes chosen for the semester, e.g. naturalism in European literature, the experience of the American frontier, the philosophy of the Age of Enlightenment, and political and social upheaval in the French Revolution. Spring. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Humanities.

HON 251. Horizons in Math and Computer Science

Current approaches to mathematical modeling, data acquisition, and data analysis with respect to natural systems, emphasizing microcomputer applications to scientific problems. Students will gain experience in the use of available computational resources, including commercial software, microcomputers, and mainframe facilities. Fall. Credit, 3 semester hours. Honors students receive General Education credit for a course in the Divisional Electives area of Natural Sciences and Mathematics.

HON 275. The Individual in Society

Recent topics concerning advances in the study of human behavior are examined within a seminar format. Relevant readings are assigned on brain/behavior connections, social roles, and theories of personality. Class presentations and discussion form a major portion of the course. Honors students receive General Education credit for a course in the Social Sciences Division.

HON 400. Research Methods and Prospectus
Preparation of a prospectus for the thesis or project, in consultation with an advisor. Group discussion on the methodology, standards, and experience of research and criticism. Pass/Fail grading. Fall. Credit, 1 semester hour.

HON 450. Honors Thesis/Project
Preparation of a thesis or project in consultation with a faculty committee chosen by the student; presentation of the work in seminar. Independent study in the student's major is encouraged. Spring. Credit, 3 semester hours.

TEACHER EDUCATION PROGRAMS

The University offers teacher licensure programs through the School of Education and secondary licensure programs through departments in the College of Arts and Sciences.

For a description of the Teacher Education program and its requirements and policies, see the School of Education section.

The Teacher Education Program at UNCP is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean of the School of Education. General information about admission to the Teacher Education Program, policies and procedures, licensure and testing requirements, special programs, and resources appears in the School of Education section of this catalog. Please note that some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences. If you are looking for information about a specific program area, refer to the chart below to find out where it is housed and the name of the program coordinator.

Undergraduate Licensure Program Area	Location	Program Coordinator
Biology Education (secondary 9-12)	Dept. of Biology	Dr. Sue Bowden
English Education(secondary 9-12)	Dept. of English, Theatre, and Languages	Dr. Virginia P. Jones
Mathematics Education (secondary 9-12)	Dept.of Mathematics and Computer Science	Dr. Mary Klinikowski
Science Education (secondary 9-12)	Depts. of Biology and Chemistry and Physics	Dr. Sue Bowden
Social Studies Education(secondary 9-12)	Dept. of History	Dr. Julie L. Smith
Art Education (K-12)	Dept. of Art	Dr. Ann Horton-Lopez
Music Education (K-12)	Dept. of Music	Dr. Janita K. Byars
Physical Education (K-12)	Dept. of Health, Physical Education, and Recreation	Dr. Tommy Thompson
Exceptional Children(K-12)–Learning Disabilities and Mental Retardation	Dept. of Education	Dr. Larry Schultz
Birth to Kindergarten(B-K)	Dept. of Education	Dr. Karen Stanley
Elementary Education(K-6)	Dept. of Education	Dr. Swannee Dickson
Middle Grades Education(6-9)	Dept. of Education	Dr. Janet Fortune

SPECIAL PROGRAMS AND INTERDISCIPLINARY PROGRAMS

TEACHING FELLOWS PROGRAM

Director: Carol Higy

The University of North Carolina at Pembroke is one of the fourteen institutions participating in the North Carolina Teaching Fellows Program. See the School of Education for a description of this program.

COLLEGE OPPORTUNITY PROGRAM

Director: Sandra M. Stratil
Deana Johnson

The College Opportunity Program is designed to admit a limited number of students who meet most, but not all, of The University of North Carolina at Pembroke's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, and SAT or ACT scores. The application for admission should be filed as early as possible.

Students enter the College Opportunity Program in the summer for a five-week session, which includes freshman testing and courses designed to develop academic skills which will be necessary for the Fall Semester. Students who successfully complete these summer courses are then eligible to continue in the Fall Semester. In the Fall and Spring Semesters, the student is allowed to register for 15 hours of academic courses. In addition, students meet regularly with the COP advisor for academic counseling. Students who meet the University's academic eligibility requirements and have successfully completed the College Opportunity Program (made a "C" or better in both ENG 105 and ENG 106) then continue at the University as other regularly admitted students.

SUMMER RESEARCH OPPORTUNITIES PROGRAM

Coordinator: Stanley Knick

UNC Pembroke is a member of a consortium of educational institutions with Indiana University which encourages minority students to pursue professional careers. The Summer Research Opportunities Program (SROP) offers talented minority students who are rising juniors or seniors in any academic discipline the chance to preview Indiana University during a ten-week summer research project. Students are nominated on the basis of grade point average and faculty recommendations concerning the student's academic potential. As many as three deserving UNC Pembroke students may be nominated each year.

Under the guidance of a faculty mentor, SROP students will devote full-time effort to a research program, including research design, review of literature, hypothesis testing and conclusion. Students will receive a stipend, travel expenses, single room and meal allowance, plus a research allowance.

Applications should be filed with the Faculty Coordinator no later than 31 January. The Summer Research Opportunities Program is an excellent way for UNC Pembroke to assist some of its best minority students in progressing toward graduate study and a professional career.

INTERDISCIPLINARY MAJORS AND MINORS

AMERICAN STUDIES MAJOR and MINOR

Coordinator: J. Mark Thompson

American Studies is an academic discipline concerned with the diversity of the American experience; it is a liberal arts program designed to provide students with an opportunity for multidisciplinary study of the culture of the United States through a variety of perspectives, including history, art, music, literature, film, ethnic studies, and gender studies. Having a cultural studies focus, the program examines America through forms of expression and through its major social, economic, and political structures, both in the past and the present.

See the Department of History for a complete description of this program.

SCIENCE EDUCATION MAJOR

Coordinator: Sue Bowden

See the Department of Biology or Chemistry and Physics for a description of this interdisciplinary program for teacher preparation, which offers teaching concentrations in Biology, Chemistry, Earth Science, or Physics.

AFRICAN AMERICAN STUDIES MINOR

Coordinator: Frederick H. Stephens

The Departments of Sociology, Social Work, and Criminal Justice; English, Theatre, and Languages; Chemistry and Physics (Geography); History; and Political Science offer a multidisciplinary minor in African American Studies. This program is designed to introduce the student to the knowledge base of African American contributions to American society and to provide a theoretical approach to understanding African American culture. The student interested in this multidisciplinary minor will have the opportunity to conduct research in areas of African American Studies.

Requirements for an African American Studies Minor Sem Hrs.

Guided Electives: Students must take 18 hours from the courses below, selecting courses from at least three different areas (i.e., SWK, ENG, GGY, HST, PSPA).*

Area 1: Sociology, Social Work, and Criminal Justice

SWK 382/SOC 382 African American Populations

Area 2: Literature

ENG 210 African American Literature
ENGS 2xx (relevant topics only);
ENGS 4xx as AASS 4xx (relevant topics only)

Area 3: Geography

GGY 450 as AAS 450 (relevant topic only)

Area 4: History

HST 361 as AAS 361; HST 362 as AAS 362; HST 375 as AAS 375
HST 402 as AAS 402 (relevant topics only); HSTS 4xx as AASS 4xx (relevant topics only)

Area 5: Political Science

PSPA 275 as AAS 275; PSPA 355 as AAS 355 (relevant topics only),
PSPA 370 as AAS 370 (relevant topics only),
PSPA 398 as AAS 398 (relevant topics only),
PSPA 420 as AAS 420 (relevant topics only), PSPA 430 as AAS 430 Total: 18

*Permission of the African American Studies Coordinator is required before any topics course may be used to meet the requirements for the minor in African American Studies.

APPLIED GERONTOLOGY MINOR

Coordinators: Stephen M. Marson and Fran Fuller

The Programs in Biology, Nursing, Recreation, Sociology, and Social Work offer an interdisciplinary Minor in Applied Gerontology. The Minor is designed to enhance the student's knowledge base in gerontology for both personal growth and professional advancement. The Minor offers the student understanding of causal linkages between the changes in biological functioning and their psychosocial adaptations. The minor also addresses the manner in which one can effectively deal with the changes of aging while still maintaining a productive life.

In order to successfully complete the Minor in Applied Gerontology, the student is required to enroll in a field practicum within his/her major. The internship must be completed under the auspices of an institution or agency whose primary function is related to the elderly population.

Requirements for an Applied Gerontology Minor	**Sem. Hrs.**
Select 17 hours from the following: BIO 103 or PED 349 (3), SOC 270 (2), NUR 330 (3), PSY 305 (3), REC 425 (3), SOC 375 (3), CRJ 451, SWK 384 (3)	
Complete a field practicum in an agency that serves the elderly population	**Total: 17**

PERSONNEL AND ORGANIZATIONAL LEADERSHIP MINOR

Coordinator: Ed Powers

The Departments of Psychology and Counseling and Political Science and Public Administration and the School of Business offer an interdepartmental minor in Personnel and Organizational Leadership. This program is designed to provide the following competencies: 1) a theoretical understanding of the basic psychological processes that operate in work settings; 2) skill in establishing rapport with co-workers; 3) skill in assessing the qualifications and performance of others; 4) skill in managing and training others; and 5) a theoretical understanding of organizational structure and the forces that influence it.

Students majoring in any subject are eligible to participate in the Personnel and Organizational Leadership minor. Those who are interested should consult with the department chair from Psychology and Counseling or Political Science and Public Administration or the dean of the School of Business. Since many courses in the minor have prerequisites that can be taken to meet General Education requirements, early planning will be to the student's advantage.

Requirements for a Minor in Personnel and Organizational Leadership	**Sem Hrs.**
Psychology: select 3 courses from the following PSY 216, 316, 317, 403, 415	9
Management/Administration: select 3 courses from the following MGT 307, 308, 408, 466; ECN 407; PSPA 210, 319, 360	9
	Total: 18

A particular course cannot be used to satisfy the requirements of both a major and a minor at the same time.

SUBSTANCE ABUSE MINOR

Coordinators: Norman Layne and Sherry Edwards

A 19-20 semester hour undergraduate minor in substance abuse is available to undergraduate students from any major. Students interested in obtaining jobs in substance abuse will find that completion of this minor will enhance their marketability with regard to entry-level jobs. Further, for those students interested in working toward North Carolina Substance Abuse Certification, the Coordinators will provide guidance and assistance that will facilitate the achievement of Certification in North Carolina.

Requirements for A Minor in Substance Abuse	Semester Hours
Required Courses: SAB/CRJ 283, SAB 377, SAB 455, SAB 461 or SAB 465	12
Elective Courses: Select 8-9 hours from the following: CRJ/SOC 367, CRJ/SWK 350, SAB/SOC//SWK 270, SOC 209, SOC 303, SOC/SWK 245	8-9
	Total: 20-21

COURSES (SAB)

SAB 270. Medical Terminology (SOC 270, SWK 270)

Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social behavioral science curricula who seek careers in medical organizations. As announced. Credit, 2 semester hours.

SAB 283. Interviewing Skills (CRJ 283)

This course teaches practical skills and the theories behind them for interviewing and recording of interviews in legally and emotionally sensitive areas, such as knowledge about criminal conduct and victimization, child, domestic and substance abuse. Systems theory is applied to the selection of techniques to be used in different interviewing circumstances, recognizing such critical status distinctions as victim, witness, or suspect. The course employs lecture, discussion, readings, interviewing assignments, simulations, role-playing, audio-visual taping, and documentation exercises. As announced. Credit, 3 semester hours.

SAB 377. Drug Use and Abuse (HLTH 377, SOC 377)

A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Fall. Credit, 3 semester hours. Prerequisite: SOC 201 or permission of instructor.

SAB 455. Treatment of Alcohol and Drug Addiction (SWK 455)

Substance abuse treatment and rehabilitation involving individual clients, families, and groups is addressed. Modalities of treatment, treatment planning, case management, and managed care in addictions are also addressed. Spring. Credit, 3 semester hours.

SAB 461. Addiction and Women (SOC 461)

An analysis of women's experiences of addiction, the societal response to female addiction, and the treatment resources and services that are needed to prevent and treat female addiction. Topics covered include the centrality of relationships in women's lives, sexual abuse and addiction, addiction and traditional gender roles, and parenting issues for substance abusing women. Fall, odd-numbered years. Credit, 3 semester hours.

SAB 465. Addiction and Community (SOC 465)

An analysis of the response of communities to substance abuse, the extent to which communities are supportive of recovery, and the community resources and services that are needed to respond to addiction and facilitate recovery. Topics include the role of support groups, health professionals, and the family in the recovery process. Fall, even-numbered years. Credit, 3 semester hours.

WORLD STUDIES MINOR

Coordinator: Elizabeth Normandy

Eighteen semester hours are required for the satisfactory completion of the minor in World Studies. Courses that fulfill the requirements of the student's major area of study cannot be applied toward this minor. The minor is divided into specified and elective courses.

Requirements for a Minor in World Studies	Sem. Hrs.
World Studies: select two courses from WLS 200, 251, and 450	
Elective Courses: select four with coordinator (see below)	
	Total: 18

COURSES (WLS)

WLS 100, 101, 102, 103. University Convocation Program

The World Studies Committee offers four one-hour courses to encourage student attendance at campus lectures and cultural events. Each course is given on a Pass/Fail basis. To receive credit, students must attend ten events which have been approved by the World Studies Committee. Fall, Spring. Credit, 1 semester hour.

WLS 200. World Cultural Geography (GGY 200)

Concept of culture applied to the human environment. Geographical variations and evolution resulting from the interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Spring. Credit, 3 semester hours.

WLS 210. Multicultural Center Internship

This internship will provide students with a deeper understanding of cultural relations and the administration of a cultural center. Students may be assigned research on a cultural topic and will be required to submit papers as well as prepare a related exhibit for public display. Credit, 3 semester hours, PREREQ: Approval of World Studies Minor Coordinator and the Director of the Multicultural Center.

WLS 251. Introduction to World Politics (PSPA 251)

Analysis of politics and relations among nations: (1) sovereignty, (2) domestic jurisdiction, (3) status quo, (4) colonialism, (5) balance of power, (6) alliance and neutrality, (7) peaceful adjustment of disputes, (8) disarmament, (9) standards of international conduct, (10) economic development and political advancement of the developing countries. Fall, Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

WLS 320. Service Internship

This internship is designed to provide credit for those students (especially volunteers) who provide service to other cultures abroad, but could also be applied to service to groups of foreigners domestically. Students will be required to submit a substantive report regarding this experience. Credit, 1 to 3 semester hours PREREQ: Approval of World Studies Minor Coordinator and the Director of the Multicultural Center.

WLS 330. Study Abroad

Students who successfully study abroad for a trip lasting a minimum of one week and a maximum of two semesters in a University-approved program will be required to prepare a substantive report regarding their experiences while abroad or report on a particular point of interest they may have researched while in a foreign country. Credit, 1 to 7 semester hours, PREREQ: Approval of World Studies Minor Coordinator and the Director of the Multicultural Center.

WLS 450. Seminar in International and Intercultural Relations

Research seminar to gain experience in formulating, designing, and implementing meaningful research projects in international and intercultural relations. A substantial paper will be prepared by

the student and presented to the Seminar and World Studies faculty. Fall, Spring. Credit, 3 semester hours. PREREQ: Approval of World Studies Minor Coordinator.

ELECTIVE COURSES (Select four)

Courses must be selected by the student, approved by the Coordinator, and noted in the minor advisement file of the student. A minimum of 12 unduplicated semester hours will be chosen. Participating departments include:

Biology
Business Administration
Chemistry and Physics (Geography)
English, Theatre, and Languages
History
Philosophy and Religion
Political Science and Public Administration
Sociology, Social Work, and Criminal Justice

HEALTH PROFESSIONS PROGRAMS

In addition to the Bachelor of Science in Nursing, described in the Undergraduate Programs of Study section, the Departments of Biology and Chemistry and Physics provide curricula which meet the requirements for admission into most schools of medicine, dentistry, veterinary science and medical technology. In addition, students wishing to pursue a degree in a variety of other health related professions such as pharmacy, optometry, physical therapy, etc., can obtain some of the required college preparation (generally two years) at UNC Pembroke prior to transfer to the appropriate professional school. In each case, admission to the professional school is competitive and completion of the prescribed curriculum at UNCP does not guarantee such admission. Because entrance requirements vary with the profession and with individual schools, it is the responsibility of the student to be familiar with the requirements of the specific school to which he or she plans to apply. Advice or assistance can be obtained from the Health Careers Counselor, or from any biology or chemistry faculty member.

PRE-HEALTH CURRICULA AND DEGREE PROGRAMS THAT LEAD TO THE HEALTH PROFESSIONS

Curricula	Degree Programs
Pre-Medical	B.S. Biology
Pre-Dental	B.S. Chemistry
Pre-Pharmacy	B.S. Applied Physics
Pre-Medical Research	B.S. Psychology
Pre-Veterinary Medicine	B.S. Mathematics
Pre-Medical Technology	B.S. Nursing
Pre-Optometry	
Pre-Nursing	
Pre-Public Health, Pre-Allied Health	

PREPROFESSIONAL CURRICULA IN MEDICINE, DENTISTRY, AND VETERINARY SCIENCE

Although a B.S. degree is technically not a prerequisite for these programs, the large majority of students who apply and are accepted do hold an undergraduate degree. It is therefore recommended that students interested in these areas pursue a B.S. degree. The Departments of Biology and Chemistry and Physics offer B.S. programs with biomedical emphasis that enable a student to meet requirements for most professional schools. These programs are detailed in the program descriptions of the Departments of Biology and Chemistry and Physics.

ACCELERATED PROGRAM IN MEDICAL TECHNOLOGY

UNCP offers a program to its biology and chemistry majors in affiliation with hospitals approved by the Council on Medical Education of the American Medical Association which gives, by the board of registry of Medical Technologists, a medical technology certificate. In this program the students complete six semesters of on-campus study and one year of study and training in an affiliated hospital. After satisfactory completion of the fourth year (hospital training), UNCP will award the B.S. degree in biology or chemistry to the students. Undergraduate students enrolled in the fourth year of the accelerated program in medical technology must pay tuition to both UNCP (not including fees) and to the affiliated hospital. Details of the medical technology programs appear in the program descriptions of the Departments of Biology and Chemistry and Physics.

Currently, the Biology Department and the Chemistry and Physics Department have formal affiliations with McLeod Regional Medical Center in Florence, S.C. Dr. Vera C. Hyman, M.D., and Ms. Vicki Anderson, M.T., the program director and the education director at McLeod Medical Center, are regarded as adjunct professor and lecturer respectively at the University of North Carolina at Pembroke. Although the affiliation agreement does provide UNCP students some preference in the admissions process, it should be noted that admission to the hospital program is competitive and that the admissions process is a function of the hospital program.

It should be noted that this is an accelerated program which allows the student to complete in four years a program that often requires five years. Students may elect the alternate route in which a B.S. degree in biology or chemistry (biomedical emphasis) is obtained before application to a hospital program. Students electing this route are eligible to apply to any school of medical technology and are not limited to programs affiliated with The University of North Carolina at Pembroke.

ACADEMIC POLICIES

REQUIREMENTS FOR GRADUATION 39
ACADEMIC PROCEDURES AND POLICIES 41

REQUIREMENTS FOR BACCALAUREATE GRADUATION

Each candidate for graduation must meet all of the following requirements:

1. Have a minimum of 120 to 128 semester hours of course work in accordance with specific degree requirements excluding ENG 104, MAT 104, EDN 104;
2. Have successfully completed the General Education Program;
3. Earn a grade of "C" (2.0) or better in both English composition courses, ENG 105 and ENG 106;
4. Have successfully completed a program for an academic major;
5. Have a minimum overall cumulative quality point average of 2.0 and have a minimum cumulative quality point average of 2.0 in all work attempted at the University of North Carolina at Pembroke;
6. Have a minimum overall cumulative quality point average of 2.0 in the major field of study;
7. Complete a minimum of 9 semester hours above the General Education Program level in the major field of study at UNC Pembroke if the student transferred here;
8. Be registered during the academic year in which the student's graduation occurs;
9. Complete the last 25 percent of course work in residence at UNC Pembroke;
10. Count no more than 3 semester hours of activity courses toward the credit hours required for graduation. Activity courses are defined as having: no regularly scheduled class meeting time, no well defined instructional format, and no graded (A, B, C, D) work required. Excluded from this definition are FRS 100 (Freshman Seminar) and supervised internship courses.
11. Count no more than 24 semester hours of correspondence and/or extension credit (with no more than 12 hours of correspondence from regionally accredited institutions toward a degree, provided that such correspondence credit is approved by the Office of the Registrar and will not be applied to satisfy specifically stated course requirements in major programs) (NOTE: Any student needing to take correspondence work after admission to study at UNC Pembroke may be permitted to do so only after obtaining formal approval from the student's academic advisor, from the Office of Academic Affairs, and from the Office of the Registrar.);
12. Meet the requirements of one catalog which were current at the time the student entered this institution or a subsequent catalog. Students will not be allowed to meet some of the requirements of one catalog and some of the requirements of another catalog;
13. Meet the requirements of the catalog in effect at time of readmission or those of a subsequent catalog if attendance is interrupted for more than one semester;
14. Have the recommendation of the faculty;
15. Make application for the degree no later than November 1st for the spring commencement and April 1st for the winter commencement;
    a. The Degree Application Form can be obtained from the Office of the Registrar;
    b. A non-refundable graduation fee of $40 must accompany the application by the required date or an additional $25 late filing fee will be charged;
    c. If a candidate fails to qualify by the time of commencement, but does qualify at a later time, the student must submit another application and a $25 diploma fee;
    d. If the candidate fails to meet this requirement as specified, the student must wait until the next commencement to receive his or her degree;
16. Satisfy all financial obligations to the University.

All candidates are encouraged to complete a file in the Career Services Center.

COMMENCEMENT

A student may complete graduation requirements at the end of fall, spring or summer session. A student who completes requirements in fall or spring is required to attend commencement at that time. A student who completes graduation at the close of the summer sessions will have the option of returning to participate in the winter commencement or of receiving the diploma in absentia. If the student elects to receive the diploma in absentia, the student must submit to the Registrar one month prior to commencement a written request which indicates the address to which the diploma will be mailed. The diploma will be mailed after commencement.

A student may participate in commencement exercises if he or she has met all the requirements for graduation. When commencement takes place before final grades are processed, a student may participate in commencement if the Registrar has not been notified that the student will not meet all the requirements by the last day of exams.

PERMISSION TO TAKE A COURSE AS A VISITOR AT ANOTHER UNIVERSITY

Students who wish to enroll in courses at other institutions to apply toward a degree at UNCP must adhere to the following policies:

1. Have written approval from their UNCP advisor.
2. Have written approval from their UNCP Department Chair if the course is part of their major curriculum.
3. Have written approval from the UNCP Registrar.
4. Have a minimum QPA of 2.0.
5. Be in good social standing.
6. Have an official transcript submitted to the UNCP Office of the Registrar immediately upon completion of the course.
7. After attaining junior standing (60 hours), no student may take or transfer courses from any two-year college.
8. After completing 75% of course work, no student may take or transfer courses from any other academic institution.
9. Courses accepted for transfer credit will be evaluated in terms of UNCP's academic policies, curriculum and the student's proposed program at UNCP. Fractional credit will not be granted for partial completion of any course.
10. Credit hours will transfer for courses in which the student earns a "C" or better. Grades earned at other institutions are not used to compute UNCP's quality point average.
11. Permission will not be granted to repeat a course at another institution. Students may elect to repeat any course if the original course and the repeat course are taken at UNCP.

COURSE LOAD AND PROGRESS TOWARD GRADUATION

Students are expected to enroll in at least 15-16 semester hours credit per term so that it is possible for them to graduate in four years (eight semesters). Full-time students must carry at least 12 semester hours each semester. The maximum load is 18 semester hours except as follows. Students who are on the Honors List may take up to 19 semester hours; students who are on the Chancellor's List may take up to 21 semester hours. Summer session students may carry no more than 7 semester hours each summer session term. All course work counts toward student load whether the student is enrolled for credit or as an auditor at this or another institution

All undergraduate degree programs at UNCP require between 120-128 semester hours for graduation. In order to graduate in 4 years (8 semesters), it is necessary to take (and pass) 15-16 semester hours for 8 semesters. Students must work with their advisors and their major departments to ensure that they follow the scheduling sequence of required courses for their majors.

Students entering as of fall 1994 who take more than 140 hours to complete a baccalaureate degree must pay a tuition surcharge of 25%. (See Tuition and Fees.)

ACADEMIC PROCEDURES AND POLICIES

Students are expected to learn the University requirements and regulations which are applicable to them, and are individually responsible for meeting all such requirements and regulations. *Before the close of each semester, the student is expected to discharge all financial obligations to the University.* A student may not register for a new semester nor receive a degree, certificate, or transcript until all University bills are paid.

UNDERGRADUATE GRADING AND ACADEMIC ELIGIBILITY

Regulations concerning academic eligibility are subject to constant revision and change. In the event of a change all students will conform to the newer regulations.

Classification of Students

Regular students at UNCP are classified according to the number of semester hours they have earned in keeping with the following table:

Less than 30 hours-Freshman	60 to 89 hours-Junior
30 to 59 hours-Sophomore	90 hours to graduation-Senior

Grading System (Undergraduate)

Grade reports are sent to each student at the end of each semester. Mid-term advisory grades are sent to undergraduate students at the mid-point of the semester.

A letter grade and plus-minus system for evaluating academic performance is used for evaluating all undergraduate students. Each letter grade has a quality point value for each semester hour it represents. The hour and quality points are used in determining a student's grade point average for a semester's work and in averaging grades for all work completed to find a student's cumulative quality point average.

Academic eligibility for a student shall be determined by current regulations.

The letter grades and quality points represented by each, as of 1 January 1989, are as follows:

A = 4.0	B-=2.7	D+ = 1.3	P = 0.0
A- = 3.7	C+= 2.3	D = 1.0	I = 0.0
B+=3.3	C = 2.0	D- = 0.7	T= 0.0
B = 3.0	C- = 1.7	F = 0.0	W or AU= 0.0

The "P" grade is earned in designated courses and carries semester hours credit. However, the hours are not counted in quality hours. Quality hours are the hours used in figuring quality point averages.

The "I," or incomplete grade, is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the "I" grade is requested. An incomplete must be removed within one semester (excluding summer term) or it will automatically be converted to a grade of "F" by the University Registrar. In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

The "T," grade pending, is given only for University Honors College courses until the thesis or project is completed.

The "W" grade is assigned when a student withdraws from a course during the designated drop-add period or when special permission is granted to withdraw (see below, for withdrawal process). When a student receives a "W" grade, the grade is recorded, but the semester hours attempted are not counted as quality hours.

Audited classes are listed on the permanent record. They are designated by the letters "AU." The AU's and W's will be listed as attempted hours, but not as quality hours for figuring quality point averages.

Quality Point Average and Scholastic Standing

Scholastic standing at UNC Pembroke is based on the quality point average. To figure quality point average, multiply the number of quality hours (attempted hours minus P credits, AU's and W's) assigned to each course by the number of quality points received, add the quality points received for all courses, and divide by the number of quality hours.

Example:

Course	Final Course Grade	Quality Hours	x	Quality Points	=	Quality Points Earned
Course A	C+	3	x	2.3	=	6.9
Course B	B-	3	x	2.7	=	8.1
Course C	A	1	x	4.0	=	4.0
Course D	P	0*	x	0.0	=	0.0
Course E	F	1	x	0.0	=	0.0
Course F	B	3	x	3.0	=	9.0
Course G	A-	3	x	3.7	=	11.1
Course H	I	2	x	0.0	=	0.0
	Total Quality Hrs. 16			Total Quality Pts.39.1		

Quality Point Average = 39.1 divided by 16 = 2.44

*A grade of P counts as hours earned but not as quality hours and is computed as 0 hours in figuring quality point averages.

A cumulative quality point average is obtained by including in the quality point average calculation the quality hours and quality points received from UNCP only.

Minimum Scholastic Requirements

To indicate to a student his/her scholastic standing, four categories have been established: good standing, warning, probation, and suspension. Suspension means a minimum of two semesters separation from the University to allow more maturation in those attributes that enhance the student's academic ability.

Required levels of academic achievement increase progressively over the approximately four years leading to graduation. This is in recognition of the adjustment period of transition from high school to college level, which is sometimes difficult. The total semester hours from all colleges attended will be the basis for determining the required minimum cumulative Quality Point Average (QPA). However only those grades earned at the University will be used to compute the student's cumulative quality point average. The cumulative quality point averages required are as follows:

Semester Hours	Quality Point Average
1-29	1.375
30-44	1.500
45-59	1.625
60-74	1.750
75-89	1.875
90 or more	2.000

Academic Warning and Probation Policy

A student who falls below the specified cumulative grade point average for the number of quality hours attempted (including transfer hours) will be placed on warning (1-18 attempted hours) or probation (19 or more attempted hours) and restricted to enrollment of not more than 13 semester hours.

The following policies will apply to students who are placed on warning/probation:

1. In order to be taken off warning/probation, the student with 1-18 attempted hours must reach the required grade point average in two (2) semesters; the student with 19 or more attempted hours must reach the required grade point average in one (1) semester.
2. If the required cumulative minimum grade point average is not reached in the specified time, the student may continue on warning/probation if a grade point average of 2.0 or higher is earned for the probationary semester[s].

3. If either of the above requirements is not satisfied, the student will be suspended for two (2) semesters.
4. Any new student (first-semester freshman or new transfer student) who receives all "F"s in academic (three-semester-hour) courses will be placed on academic probation. In order to continue in the second semester, an academic contract must be completed in the Office of Advisement and Retention, and the student must enroll in a 6-week, non-credit Academic Success Seminar. One of the following conditions must be met to avoid a two (2) semester suspension at the conclusion of the second semester: (a) a second semester quality point average (QPA) of 2.0 or higher, and/or (b) an overall quality point average (QPA) above, or equal to, the University minimum for the number of earned semester hours.

a. Suspension and Readmission

After at least two semesters of academic suspension for failure to meet the Minimum Scholastic Requirements outlined above, a student may apply for readmission. Before registering for classes, the student must meet with the Director of Retention Activities and complete an "Academic Success Contract" that specifies the actions the student will take to improve his/her academic standing. The Academic Success Contract will specify the following, all at the discretion of the Director of Retention Activities: 1) the number of semester hours (6-13) for which the student can register, 2) a schedule of regular meetings with the Retention Officer, 3) class attendance policies, and 4) other appropriate intervention strategies.

Only after the Academic Success Contract is signed by the student and the Director of Retention Activities will the student be allowed to register for courses. Copies of the Academic Success Contract will be kept on file in the Office of Advisement and Retention and the Academic Affairs Office. The student's advisor and the student will also receive copies.

b. Suspension and Early Readmission

A student may appeal his or her two-semester suspension by complying with the following procedure:

1. Meet with the Director of Retention Activities and complete an Academic Success Contract, as defined above.
2. Enroll in a 6-week, non-credit seminar on academic success.
3. Present a written appeal to the Readmission Appeals Committee at least four days prior to registration for classes that contains the following items:
   A) justification for the student's early readmittance;
   B) written proof of health, personal, or other problems that may have affected the student's academic performance in the past, with an explanation of how these problems will be remedied
   C) a signed copy of the Academic Success Contract.

If the required cumulative minimum grade point average is not reached by the end of the semester, the student may continue on warning/probation if a grade point average of 2.3 or higher is earned for the probationary semester.

c. Special Readmission Policy (See Admissions section of the catalog.)

ACADEMIC HONORS

Graduation with Honors

Graduating seniors may be considered for honors if they have earned a Quality Point Average (QPA) of at least 3.4 for 45 semester hours of course work in residence at UNCP. All course work attempted (including quality hours from other institutions and repeated hours) will be included in the calculation of the cumulative QPA for determining the particular honors designation awarded. Students who attain a cumulative QPA of 3.85 or higher are graduated *summa cum laude*. Those who achieve a minimum cumulative QPA of 3.7 are graduated *magna cum laude* and students whose cumulative QPA is at least 3.4 are graduated *cum laude*.

Students who achieve the hours and the QPA requirement at the beginning of the last semester of their senior year will be recognized at commencement. The final assessment is done after graduation and honors are pending for all students until this is completed. The honors designation will appear on the student's diploma and transcript.

Honors/Chancellor's List

Students are eligible for Honors List if they achieve a minimum semester quality point average of 3.2 while passing at least 15 semester hours of course work, of which at least 12 hours must not be Pass/Fail.

Students are eligible for Chancellor's List if they achieve a minimum semester quality point average of 3.7 while passing at least 15 semester hours of course work, of which at least 12 hours must not be Pass/Fail.

ORIENTATION AND ADVISEMENT

Freshman Orientation and Testing

A summer orientation program is sponsored by the University for all new freshmen. The program is designed to acquaint students with the academic, co-curricular, and social life of the University. A battery of required University- administered tests is given to all students during the orientation session.

Each freshman will take a battery of University-administered tests prior to the student's first registration. No student will be allowed to register without being tested. The tests will be administered during the Freshman Orientation sessions held in the summer. The tests are not entrance examinations and will not deny admission to any student. The purpose of the test is to provide information to assist in advising every student and in planning the student's program.

Students who score below acceptable standards on the University-administered test in Composition will be placed in CMA 104. Students who score below acceptable standards on the University-administered mathematics test will be placed in MAT 104. Students who score below acceptable standards on the reading test will be placed in EDN 104 (College Reading). Students placing in one or more of these courses will be advised to limit their course loads to 12 semester hours in the fall semester and to seek tutorial aid. CMA 104, MAT 104, and EDN 104 do not count toward graduation.

Academic Advisement

New freshmen are advised by the staff of the Office of Advisement and Retention when registering for first semester courses, after which time they will be assigned faculty advisors. In most cases, Freshman Seminar instructors become their students' advisors. When a student declares a major, he or she will be assigned an advisor in the appropriate academic department. The advisor's role is to assist the student in planning a suitable academic program and to maintain a record of progress during the student's college career. However, the final responsibility for meeting all academic program requirements lies with the student. The Office of Advisement and Retention also serves as a resource center for students who may wish to seek additional academic help. In addition, faculty members may refer students to the Office of Advisement and Retention for academic counseling.

REGISTRATION PROCEDURES AND POLICIES

Registration

Each student must complete registration online. No student is considered to be officially registered until the student has completed registration as outlined below. Students who fail to complete registration as prescribed will have their names dropped from all class rolls. If these students subsequently request to register, they must follow registration procedures just as if they had not started registration before.

The advisor's role is to assist the student in planning a suitable academic program. However, the student is responsible for following all applicable academic regulations. This includes general education requirements, prerequisites, and major/minor requirements. Students are individually responsible for all course registrations and for completing the requirements for graduation. The Office of the Registrar will drop students who register for courses without following departmental or University regulations. Each student must register online prior to the first day of class. After classes begin, each student must register in person in the Office of the Registrar.

The University has a two-phase registration system: the early registration phase and the regular registration phase.

Students currently enrolled at the University of North Carolina at Pembroke may complete their registration by: (1) consulting with their advisor during the designated early registration period, (2) obtaining the registration material (Permit to Register Card) from the advisor and preparing their class schedule for the next semester, (3) registering for the approved course work online, and (4) paying tuition and fees to the Cashier's Office.

Students entering UNCP for the first time or returning after an absence of one semester or more may complete their registration by: (1) consulting with their advisor during the designated registration period, (2) obtaining a Permit to Register Card and preparing their class schedule for the semester, (3) registering for the approved course work online, and (4) paying tuition and fees at the Cashier's Office.

Adding, Dropping, and Withdrawing from Courses

After a student has completed registration the only way the student's schedule can be changed is through the drop-add procedure. To add a course a student must obtain a Drop-Add Form from an academic department, complete the form, have it approved by his or her advisor, obtain the signature of the gaining professor, and present the form to the Cashier's Office and the Office of the Registrar. To drop a course a student must obtain a Drop-Add Form from an academic department, complete the form, have it approved by his or her advisor, and present the form to the Cashier's Office and the Office of the Registrar.

A student may withdraw from a course after the drop-add period but prior to and including the last day of the first week of classes after midterm grades are reported, with a grade of W, if the student obtains the signature of her or his advisor.

Withdrawal without penalty from a course or courses after the deadline for withdrawal but before the last two weeks of classes in the semester, may be approved only for appropriate cause such as serious illness. Appropriate documentation is required. Unsatisfactory academic performance does not by itself constitute sufficient reason to grant a late withdrawal.

The student should secure a course withdrawal form from the Registrar's office, obtain the instructor's signature and the advisor's signature, and return the form to the Academic Affairs Office for review. Approved requests receive W in the course. A copy of the completed form and any required documentation must be on file with the Academic Affairs Office before a late course withdrawal will be considered. A second copy of the completed withdrawal form will be forwarded to the Registrar's Office for entry of the assigned grade.

Withdrawal from the University

Up to the last day to receive a W in a course, a student may complete a "Request for Withdrawal" form, available from the Office of the Registrar. The student should get the required signatures, take the I.D. card to the Student Accounts Office, and return the form to the Office of the Registrar. The University makes applicable refunds only after the withdrawal procedure is completed.

After the last day to receive a W in a course, the Office for Academic Affairs approves withdrawal from the University without academic penalty only when unusual and documentable circumstances warrant. Unsatisfactory academic performance does not by itself meet the requirement. As soon as possible, and no later than before the beginning of the last two weeks of classes in the semester, the student petitioning to withdraw from the University must meet with the Assistant Vice-Chancellor for Academic Affairs, present the required documentation, and complete the necessary forms. Approved requests receive W in all courses. Students who stop attending classes without completing the withdrawal procedure ordinarily receive an F in courses for which they are registered.

Repetition of Courses

a. Students Entering UNCP Prior to Fall 1994

Undergraduate students who entered UNC Pembroke before the fall of 1994 and who repeat a course will adhere to the following policy: Any course may be repeated. Semester hours and quality

points in courses repeated are counted only once, and the most recent grade and the quality points corresponding to the most recent grade are used in computing the quality point average and meeting graduation requirements.

b. Students Entering UNCP for Fall 1994 and Thereafter

Beginning with the fall semester of 1994, undergraduate students who enter UNC Pembroke will have all enrollments in courses graded A, B, C, D (plus or minus), F and I included in the computations of their overall grade point average and hours attempted.

Students may, for a variety of reasons, elect to repeat any course. The original course and the repeat course must be taken at UNCP. The following policies will govern the credit awarded and the computation of quality point averages:

1. Credit hours earned in a particular course will not be awarded more than one time.

2. When a course is repeated, the grade earned in an earlier attempt can be replaced in the calculation of the quality point average by a higher grade earned in a repeat of the class. Students entering UNCP as freshmen will have the option of replacing a maximum of 15 credit hours with improved grades earned by repeating courses. Students transferring or readmitted to UNCP may replace grades for courses taken at UNCP for a maximum number of hours as determined by the scale below, which is based on the number of hours accepted for transfer or readmission.

Transfer or Readmission Hours Accepted as of Fall 1994	Maximum Hours for Replacement
0-23 hours	15
24-51 hours	12
52-89 hours	9
90 or more hours	6
Candidate for Second Bachelor's degree	6

3. The student must secure a form from the Registrar's office and indicate in writing which course grades are to be replaced for computation of the quality point average. The form designating specific course grade replacements will be maintained on permanent file in the Registrar's office. Decisions for course grade replacement are irrevocable.

INTERNSHIPS, PRACTICA, AND INDEPENDENT LEARNING

Internships, practica, and other external learning experiences provide opportunities for students to earn academic credit for approved work or research programs in cooperating business-government, or education organizations. The internships, which are of one-term duration, are open to qualified junior or senior students with the approval of the department chairman.

All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses.

Experiential Learning and Cooperative Education

Practical work experience is very important in today's world. Students at UNC Pembroke may elect to get some practical work experience which is related to their program major (or minor) through several practical work experiences.

a. Experiential Learning Program: Experiential Learning is a working-and-learning arrangement. The student negotiates a proposal in some area of interest to the student. Negotiation involves the student, the University, and an organization (business, agency, etc.) where the student plans to work. Experiential Learning is available through academic departments and requires approval of the chairman.

The following regulations govern the offerings of Experiential Learning:

1. The Experiential Learning Program consists largely of Experiential Learning I and Experiential Learning II. A student must take the courses in numerical order. They cannot be taken concurrently.
2. The amount of credit that can be earned in Experiential Learning I and II varies from one to three semester hours in each course, and is jointly determined by the student and the student's major advisor on the basis of what the student contracts to do.

3. To be eligible for enrollment in Experiential Learning I or II, a student must:
   * have declared for a major program in a department which provides its students with practical work experience through Experiential Learning I and II;
   * be classified as a junior or senior;
   * have an overall cumulative quality point average of at least 2.0;
   * have the written recommendation and approval of the major department chairman and the major advisor.
4. Each eligible student who registers for Experiential Learning I or II is required to sign and carry out a written work-learning contract jointly developed by the student, the student's advisor, and the organization providing the practical work experience which states:
   * what the student is to do, what the major advisor is to do, and what the organization is to do;
   * the number of semester hours the students will earn in completing the contract;
   * that credit will be earned only if all of the contracted work is completed with a contract period of one-semester or term of summer session;
5. Eligible students are allowed to use not more than a total of six semester hours credit in Experiential Learning I and II in meeting the 128 semester hours minimum requirement for the degree.

b. Cooperative Education Program: Cooperative Education is an arrangement whereby UNC Pembroke cooperates with an outside business or agency to help a student directly explore a career-related field as an integral part of the educational program. The program allows participating students to alternate full-time work and on-campus study as complementary educational experiences while pursuing an academic degree program. To be eligible, a student must have completed a minimum of 30 semester hours and normally must have earned a cumulative QPA of 2.0 or above. Participants typically receive pay, and academic credit may be awarded if approved by the department chair, the Academic Affairs office, and the Registrar. Cooperative Education is coordinated by the Career Services Center.

Independent Study

A student who wishes to enroll in an Independent Study Course in any department must: (1) meet the requirements established by the department for Independent Study and (2) submit a written Request for Independent Study to the department chair. The Request for Independent Study must include a complete description of the Independent Study Project and a schedule for submission of the Project. The Request must be approved by (1) the professor supervising the Independent Study Project and (2) the department chair. A student may elect to work for one, two, or three semester hours of credit.

Upon completion of the Independent Study Project, the student must submit the Project to the supervising professor. The supervising professor will evaluate the Project and assign a grade. A copy of the Project will be submitted to the department chair, who will keep it on file.

Departments permitting Independent Study Projects will have written guidelines setting out the requirements for Independent Study. Supervision of Independent Study Projects by faculty is voluntary.

CLASS ATTENDANCE POLICIES

Regular class attendance is important to the educational experience of each student and to the academic integrity of the university curriculum. Students are expected to attend every class beginning with the first session. The University reserves the right to administratively withdraw students who have never attended any classes for the semester. Regular class attendance is a student responsibility. A student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any given number of class meetings.

For all general education classes, instructors will keep attendance records. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, the instructor will notify the Office of Freshman Seminar and Academic Advisement (administrator of

the Early Alert program) for appropriate follow-up. Departments may also develop and distribute attendance policies and procedures to be followed for students who miss an excessive number of classes.

For all classes, instructors have the discretion to determine how the attendance policy will be implemented, the circumstances under which make-up work may be allowed, and whether attendance will be used as a criterion in determining the final grade. Excessive absences may result in failure. Faculty will distribute a written statement of their attendance policy as part of the course syllabus. Students should not enroll in a course if participation in University-sponsored activities causes them to miss an excessive number of classes, as determined by the instructor.

When the University is officially closed, no student can be counted absent, even if the instructor holds class. Any course-related material will be made available in some form by the instructor.

NOTICE CONCERNING THE INSPECTION AND RELEASE OF STUDENT RECORDS

The University of North Carolina at Pembroke complies with all provisions of the Family Educational Rights and Privacy Act of 1974. The full statement of the University's policy is available in the Office of the Registrar located in Lumbee Hall. With some exceptions, students have the right to inspect and to challenge the contents of their education records. Access to academic records is coordinated through the Registrar's Office. Students wishing to inspect their records should contact the Registrar in Lumbee Hall between the hours of 8:00 a.m. and 5:00 p.m. Monday - Friday, while the University is in session.

The University routinely releases to the public so-called Directory Information, as follows: the student's name, address, telephone listing, electronic mail address, major field of study, participation in officially recognized activities and sports, weight and height of athletic teams, dates of attendance, degrees and awards received, and previous educational agency or institution attended by the student. Any student who wishes to have the above Directory Information withheld must complete and sign a request in the Registrar's Office. This request must be renewed at the beginning of each semester.

FEDERAL FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA):

Certain personally identifiable information about students ("education records") may be maintained at The University of North Carolina General Administration, which serves the Board of Governors of the University system. This student information may be the same as, or derivative of, information maintained by a constituent institution of the University; or it may be additional information. Whatever their origins, education records maintained at General Administration are subject to the Federal Family Educational Rights and Privacy Act of 1974 (FERPA).

FERPA provides that a student may inspect his or her education records. If the student finds the records to be inaccurate, misleading, or otherwise in violation of the student's privacy rights, the student may request amendment to the record. FERPA also provides that a student's personally identifiable information may not be released to someone else unless (1) the student has given a proper consent for disclosure or (2) provisions of FERPA or federal regulations issued pursuant to FERPA permit the information to be released without the student's consent.

A student may file with the U.S. Department of Education a complaint concerning failure of General Administration or an institution to comply with FERPA.

The policies of The University of North Carolina General Administration concerning FERPA may be inspected in the office at each constituent institution designated to maintain the FERPA policies of the institution. Policies of General Administration may also be accessed in the Office of the Secretary of The University of North Carolina, General Administration, 910 Raleigh Road, Chapel Hill, NC.

Further details about FERPA and FERPA procedures at General Administration are to be found in the referenced policies. Questions about the policies may be directed to Legal Section, Office of the President, The University of North Carolina, General Administration, Annex Building, 910 Raleigh Road, Chapel Hill, NC (mailing address P.O. Box 2688, Chapel Hill, NC 27515-2688; tel: 919-962-4588). Edition 5/97

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE ACADEMIC HONOR CODE

I. OVERVIEW

The University of North Carolina at Pembroke Academic Honor Code sets forth the standards of academic honesty and integrity for students at UNCP and describes attendant faculty responsibilities. Students and faculty are expected to be familiar with its provisions. This Code defines student behavior which violates the standards (Section III), and enumerates the penalties for violations and the circumstances under which such penalties may be imposed (Section IV).

Section V sets forth the procedures for dealing with cases where a violation of the Academic Honor Code is alleged. Those procedures permit a faculty member to address a student's first violation through discussion with the student. If the student freely admits the offense and accepts the penalty assigned by the faculty member, an agreement settling the matter is signed by both, the faculty member imposes the penalty, and the matter ends (Section V.A.). If UNCP records show that the student has previously committed an Academic Honor Code violation, or if the student decides not to admit guilt or accept the penalty, or if the faculty member believes that the seriousness of the offense warrants a more severe penalty than those which may be imposed in the settlement process, the matter must be referred to the Campus hearing Board (Section V.B.) if any penalty is to be imposed. The Campus Hearing Board hears the evidence from the faculty member and student and determines whether the student did commit a violation. If no violation if found, the matter ends and no penalty may be imposed. If the Campus Hearing Board finds that the student did commit a violation, it determines the appropriate penalty (Section V.C.). A student found guilty may appeal the Campus Hearing Board's decision to the Campus Appeal Board (Section V.D.).

II. STATEMENT OF PRINCIPLES

Academic honor and integrity are essential to the existence of a university community. Without maintenance of high standards of honesty, members of the instructional faculty are defrauded, students are unfairly treated, and society itself is poorly served. Maintaining the academic standards of honesty and integrity is ultimately the formal responsibility of the instructional faculty. To meet their responsibilities when academic dishonesty is suspected, individual faculty members must follow the policies and procedures stated in this Code.

Students are also members of the academic community. As responsible members of the University, students are obligated not to violate the basic standards of honor, and they are expected to take an active role in encouraging other members to respect those standards. Should a student suspect a violation of the Academic Honor Code, he/she should make the suspicion known to a member of the faculty or University administration.

Commitment to maintaining and encouraging high standards of academic honesty and integrity is demonstrated in many ways. One manifestation is the policies and procedures governing violation of the standards. Herein contained are the provisions of the UNCP Academic Honor Code.

III. DEFINITIONS OF VIOLATIONS

Definitions and/or examples of violations of the Academic Honor Code are as follows.

A. CHEATING:

Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication (oral and/or written) or receipt of such information during an academic exercise.

B. PLAGIARISM:

Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).

C. FABRICATION AND FALSIFICATION:

Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.

D. ABUSE OF ACADEMIC MATERIALS:

Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic material.

E. COMPLICITY IN ACADEMIC DISHONESTY:

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

IV. PENALTIES

All acts of academic dishonesty violate standards essential to the existence of any academic community. Some first offenses are properly handled and remedied by the faculty member teaching the specific course in which they occur. The faculty member must use the settlement procedure described in Section V to handle such an offense. The penalties which may be assessed are limited to the following: (a) a formal warning/reprimand, (b) a reduced grade (including F) for the assignment, (c) a reduced grade (including F) for the entire course. Whatever the penalty, a signed form regarding the settlement will be kept for five years (or until the student graduates) in the Office for Student Affairs. The purpose of this record-keeping is to be sure students who violate the Academic Honor Code a second time are dealt with appropriately. A second purpose is to deter students from repeating offenses.

All second offenses and some first offenses have import beyond the specific course in which the violation occurred. The Campus Hearing Board handles such violations, and the possible penalties are greater. In these cases the Campus Hearing Board may impose any of the penalties listed above (a,b,c) and/or the following: (d) disciplinary suspension from the University for a designated period of time (one semester, one year, etc.); or (e) dismissal from University for an indefinite period of time.

In all determinations of penalty, the following factors should be considered:

1. The nature and seriousness of the offense.
2. The injury or damage resulting from the misconduct.
3. The student's motivation and state of mind at the time of the incident.
4. The student's prior disciplinary record.
5. The student's attitude and demeanor subsequent to the violation.

V. PROCEDURES FOR HANDLING CASES

A faculty member responsible for assigning final grades in a course may acquire evidence directly, or through information supplied by others, that a student violation of the Academic Honor Code may have occurred. After collecting the evidence available, the faculty member should determine whether it warrants proceeding to the next level of inquiry.

If the faculty member determines that the evidence is sufficient, he/she should contact the Vice Chancellor for Student Affairs, who will determine from his records whether the student has previously admitted to or been found guilty of an Academic Honor Code violation. If the suspected violation would be a second offense, the faculty member must take the case of the Chairperson of the Campus Hearing Board. If the suspected violation would constitute a first offense but one which the faculty member considers the appropriate penalty to be more severe than an F in the course, the case must be brought to the Chairperson of the Campus Hearing Board. If the faculty member believes, however, that the suspected violation would be remedied by a penalty no greater than F in the course, the settlement procedure may be used to conclude the matter and provide a record (see Section IV. Penalties).

Once a student has received notice that he/she is charged with an Academic Honor Code offense, the student is not permitted to withdraw from the course in order to avoid the appropriate penalty.

A. Settlement Procedure: The faculty member meets with the student and presents the evidence of an Academic Honor Code violation, then request an explanation from the student. After hearing the explanation, if the faculty member determines that a violation has occurred, he/she fills out and signs the approved form distributed to all faculty members, noting the penalty to be applied, and gives the form to the student. The student has three school days to consider and seek advice on whether to admit guilt and accept the penalty by signing the form. If the student agrees to sign, he/she does so in the presence of the faculty member who then implements the penalty. The faculty member forwards the settlement form to the Vice Chancellor for Student Affairs, who keeps a record of first offenses for five years (or until the student graduates), and thus the matter is ended. If the

student decides not to admit guilt or not accept the penalty, the faculty member must take the case to the Chairperson of the Campus Hearing Board, if any penalty is to be imposed.

B. Campus Hearing Board: The Campus Hearing Board is made up of three faculty members and one administrative member appointed by the Chancellor of the University, and three students appointed by the President of the Student Government Association. The conduct of Hearings is outlined in Article IV, Section C.2 of the University of North Carolina at Pembroke Student Constitution.

Where a student is not found in violation of the Academic Honor Code, a written report is prepared and sent to the Vice Chancellor for Student Affairs, who will maintain a confidential file of materials related to the case. No part of that file becomes part of the student's disciplinary record. The case is closed, and no penalty may be imposed.

Where a student is found guilty of violating the Academic Honor Code, the Campus Hearing Board determines the appropriate penalty. Both student and faculty may submit evidence and make statements concerning the appropriate sanctions to be imposed. The Vice Chancellor for Student Affairs will supply the Student's previous Academic Honor Code disciplinary record.

At the conclusion of the evidence of the appropriate penalty, the Campus Hearing Board determines the penalty, and prepares a written report to the student and the Provost and Vice Chancellor for Academic Affairs, who notified the faculty member and the Vice Chancellor for Academic Affairs of its contents. If a penalty of a grade of F in the course or less is to be assigned, the faculty member imposes that penalty determined by the Campus Hearing Board and no other penalty. If a greater penalty is deemed appropriate, the Vice Chancellor for Student Affairs implements the penalty indicated in the report. The student will be notified within five days of the Campus Hearing Board's determination of penalty.

C. Campus Appeal Board

A student found guilty has the right of appeal, and is permitted five school days from the date the student receives notice of the report of the Campus Hearing Board to file a written notice of appeal with the Vice Chancellor for Student Affairs. Failure to do so will render the decision on the Campus Hearing Board final and conclusive.

If the request for appeal has been timely filed, the Vice Chancellor for Student Affairs shall deliver this request as well as materials related to this case to the Campus Appeal Board.

The composition of the Campus Appeal Board and its adjudicatory powers are descried in Article V, Section C.1 of the University Student Constitution. For Academic Honor Code violations and their appeals, the Provost and Vice Chancellor for Academic Affairs or his designate will represent the Chancellor of the University.

VI. ADVICE TO THE FACULTY

1. Faculty members should outline their expectations pertaining to the Academic Honor Code at the beginning of each course. In doing so they might authorize or prohibit specific forms of student conduct which are unique to their courses of disciplines. They should refer students to this Academic Honor Code. It is recommended that the following statement be included in all course syllabi: *Student Academic Honor Code: Students have the responsibility to know and observe the UNCP Academic Honor Code.* This code forbids cheating, plagiarism, abuse of academic materials, fabrication, or falsification of information, and complicity in academic dishonesty. Any special requirements or permission regarding academic honesty in this course will be provided to the students in writing at the beginning of the course, and are binding on the students. Students who violate the code can be dismissed from the University. The normal penalty for a first offense is an F in the course. Students are expected to report cases of academic dishonesty to the instructor.

2. Faculty members should take preventive measures to avoid cases of academic dishonesty (e.g., examinations should be carefully protected).

UNDERGRADUATE ADMISSIONS

The University of North Carolina at Pembroke is committed to the recruitment of a diverse, achievement-oriented, and socially responsible student body that will enrich the intellectual, cultural, and social community of the University and the community at large. UNC Pembroke welcomes applications from persons who have earned a high school diploma, or its equivalent, and whose academic preparation and aptitude predict success in higher education. No single consideration dictates admission decisions; instead, numerous factors and their relationships to one another enter into such decisions. All applicants demonstrating that they can profit from and succeed in undergraduate studies qualify for admission to the University.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNC Pembroke may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the University.

Qualified applicants are admitted in the following categories:

1. New Freshmen
2. Transfer Students
3. Re-Enrolling Students
4. Special Readmission Students
5. International Students
6. Special Students
    a. Enrichment (Non-degree)
    b. Teacher Licensure/Renewal
    c. Second Degree
    d. Transient
    e. Joint Enrolled
    f. Audit

Students may enter at the beginning of any semester or summer term. The application priority deadlines for undergraduate admissions are as follows: the fall semester is July 15; the spring semester is December 1; summer terms I and II are May 15 and June 15 respectively. Applications are processed on a rolling basis; however, students who apply early will receive priority in scholarships, financial aid, and housing.

Requests for general information, brochures, catalogs, admissions videos, and application forms should be addressed to the Office of Admissions. Completed application forms and all supporting documents such as test scores, official high school transcripts and/or college and university transcripts, and a non-refundable $40.00 application fee, should be forwarded to the Office of Admissions, PO Box 1510, The University of North Carolina at Pembroke, Pembroke, NC 28372. The office may be reached by phone at (800) 949-UNCP or 910-521-6262. Students may contact the Office of Admissions through email at admissions@uncp.edu, and www.uncp.edu is the address for the UNC Pembroke home page. The fax number for the Office of Admissions is (910) 521-6497.

All new students, and all re-enrolling students who have been out of UNCP for one year, who plan to take 9 or more credit hours during their initial semester are required to complete a medical history form. This form may be obtained from the Office of Admissions and returned to Student Health Services prior to registering for classes.

NEW FRESHMEN

Applicants for the freshman class must be graduates of an approved or accredited high school or home school. Non-graduates must possess a high school equivalency certificate and present evidence of maturity and the potential to achieve success in a university environment.

An application for admission, a $40 application fee, an official high school transcript, and SAT or ACT scores must be received before an application is considered complete, and the file must be complete before an admission decision can be made. Students who are dual-enrolled at community colleges must also submit official transcripts of any college work. A predicted grade point average is

computed on the basis of the high school class rank, GPA, and SAT or ACT scores for each applicant. The Admissions Policy requires one of three possible decisions for each applicant:

* Applicants who have satisfactory high school records, appropriate SAT or ACT test scores, and who meet the minimum course requirements, including course selection and class rank, will be accepted for admission.
* Applicants whose records and test scores do not meet the minimum requirements will be denied admission.
* Applicants whose records and/or test scores meet many, but not all, of UNC Pembroke's regular admission standards may be offered admission to the University's summer College Opportunity Program. (A detailed description of this program is in the Special Programs section of this catalog.)

MINIMUM COURSE REQUIREMENTS (MCR) AT THE 16 UNIVERSITY OF NORTH CAROLINA CAMPUSES

The following courses will be required for admission, in addition to each UNC institution's specific requirements:

* In *English*, four course units emphasizing grammar, composition, and literature;
* In *foreign language*, two course units of language other than English (required of May 2004 and later high school graduates);
* In *mathematics,* three course units including algebra I, algebra II, and geometry, or a higher level mathematics course for which algebra II is a prerequisite; or successful completion of three Integrated Mathematics courses (or a course for which Integrated Mathematics 3 is a prerequisite):
* In *science,* three course units including:
  ** at least one unit in a life or biological science (for example, biology),
  ** at least one unit in a physical science (for example, physical science, chemistry and physics) and
  ** at least one laboratory course; and
* In *social studies,* two course units including one unit in *U.S. history, but an applicant who does not have the unit in U.S. history may be admitted on the condition that at least three semester hours in that subject be passed by the end of the sophomore year.*

In addition, it is recommended that prospective students take one *foreign language course unit and one mathematics* course unit in the twelfth grade. The University of North Carolina will require a fourth unit of mathematics beginning with graduates of the class of 2006. Course units as defined in these requirements may include those high school level courses taken and passed by an applicant while enrolled as a high school student with all courses reflected on the high school transcript.

TRANSFER STUDENTS

* Students must submit a completed application for admission.
* Students seeking to transfer from other collegiate institutions must furnish an official transcript from each institution attended. The transcripts must indicate a cumulative "C" (2.0) average on all work attempted prior to admission to UNC Pembroke. Courses satisfactorily completed at regionally accredited institutions are evaluated in terms of courses offered and academic programs available at UNCP.
* An official high school transcript and a nonrefundable $40 application fee are required.
* The student must attain at least a grade of "C" (2.0) in a course in order for that course to be allowed for transfer credit. Grades from transferred courses will not count toward the student's cumulative quality point average at UNC Pembroke, except for honors designation upon graduation.
* Transfer applicants must submit a University Questionnaire completed by the last institution they attended which states that they are immediately eligible to return to the previous institution.
* Transfer applicants who graduated from high school in the year 1990 and beyond must meet

the minimum course requirements outlined in the previous section (See Minimum Course Requirements–MCR). For those students who do not meet these requirements, six (6) college transferable semester hours must be earned at an accredited college or university in the following areas—English, Math, Science, Social Science, Foreign Language—before admission is granted. Applicants 24 years old or older may be admitted as non-traditional freshmen or transfer students without meeting MCR.

* Each transfer applicant must submit a completed health record before registering for classes.
* All transfer students entering UNC Pembroke must attend a transfer orientation designed to acquaint the student with the academic, co-curricular, and social life of the University and to gather information to assist in the student's academic advancement.

Because of differing admission requirements, transfer applicants who are candidates for teacher licensure degrees should refer to the admission requirements stipulated for the Teacher Education Program.

The classification of transfer students (freshman, sophomore, junior or senior) is determined by the number of transfer credit hours accepted by UNC Pembroke. The maximum transfer credit hours accepted from a two-year institution ranges from 60-64 semester hours. However, students who have attained junior status (60 semester hours) at a four-year institution will not be allowed to transfer additional credit completed after that time at a two-year institution. Students attending a four-year institution prior to attending a two-year institution may be limited in the total number of transferable credits allowed (See Graduation Requirements). Although there is no limit on credit hours accepted for a student who transfers from a four-year institution, a 30-hour residency is required to graduate from the University of North Carolina at Pembroke, and students must satisfy all UNC Pembroke degree requirements for their chosen major.

The Comprehensive Articulation Agreement, a statewide agreement governing the transfer of credits between N.C. community colleges and public universities in North Carolina, defines a 44-semester credit hour general education core and 20 semester credit hour pre-major in the AA or AS degree which is fully transferable to UNC Pembroke in courses with a minimum 2.0 GPA.

RE-ENROLLING STUDENTS

Students who have interrupted their course of study for at least one semester must apply for readmission through the Registrar's Office. Students who are seeking readmission to UNC Pembroke after completing additional work at another institution must reapply through the Office of Admissions. Transcripts of any academic work completed in the interim at any other institution must be provided prior to approval for readmission, along with an application, $40 application fee, and university questionnaire from the last school attended. Students who complete classes at another institution while they are suspended from UNCP will not be allowed to transfer any credit earned while under suspension.

SPECIAL READMISSION POLICY

Any former UNCP student who was academically suspended or placed on academic probation at the end of his/her final semester and has not attended any institution of higher education for a period of four (4) academic years may apply for readmittance under the Special Readmission Policy. All students admitted under this policy return on probationary status and must follow the policies and procedures outlined under "Suspension and Readmittance" in the Academic Policies section of the UNCP catalog. In order to qualify for the Special Readmission Policy, students must earn a 2.0 or higher in their first 12 hours after being readmitted. Students may apply for readmittance under this policy one time. Once approved, the decision will not be reversed.

Upon meeting the requirements for this policy, the student's QPA will be computed excluding all previous grades below C (2.0). All grades will remain on the student's transcript, but only those previous courses in which a grade of C or better was earned will count toward graduation. All course work, however, will count toward attempted hours, and all grades, including those from the student's previous QPA, will be calculated for honors purposes.

Students admitted under the Special Readmission Policy may not make use of the grade replacement policy and must continue to maintain a minimum QPA of 2.00. Failure to maintain this minimum QPA will result in a two-semester suspension.

Departments with more rigorous QPA standards than the general University requirement of 2.0 have the right to deny admission to a program. Any student under this policy must complete a minimum of 30 semester hours at UNCP after readmission in order to qualify for graduation.

Students must apply for the Special Readmission Policy through the Registrar's Office.

INTERNATIONAL STUDENTS

Applicants from non-English-speaking countries must provide evidence of proficiency in the English language with their applications for admission to UNC Pembroke. Scores on the Test of English as a Foreign Language (TOEFL) or the Michigan Test are required. For students born in non-English-speaking nations but educated in senior high schools in the United States, scores on the SAT or ACT can substitute for scores on the TOEFL or the Michigan Test. Each student must submit official verification of financial resources sufficient to cover educational expenses. Certified translations by a licensed or professional translator must accompany academic documents not written in English. The international undergraduate admissions application and other information relevant to prospective international students may be accessed at www.uncp.edu/admissions/international.htm. It is preferred that all documents be sent to the Admissions Office six months prior to date of entry. All documents must be received and evaluated before an I-20 can be issued.

SPECIAL STUDENTS

Persons applying for admission as Special Students should meet the qualifications described in one of the following categories: Enrichment, Teacher Licensure/Renewal, Second Degree, Transient, Joint Enrolled, and Audit. A $40 application fee may be required.

Enrichment: Applicants not enrolled in a degree program at another institution who wish to complete courses at UNC Pembroke for personal or professional enrichment may qualify for admission as special students. Such applicants must submit an application for admission, a $40 application fee, and a final high school or college transcript. Students in this category cannot earn more than 15 semester hours. Continuation of enrollment in additional courses will require the approval of the Director of Admissions. These students enroll without entering degree programs, and they may not later become degree candidates unless they have been admitted as regular students. Students under academic suspension from any university are not eligible to enroll as special students.

Teacher Licensure/Renewal: Individuals who have a baccalaureate degree may be admitted to earn teacher licensure or take courses for renewal purposes. An application for admission, $40 application fee, and a copy of the transcript reflecting the baccalaureate degree awarded must be submitted prior to admission to the University. In addition to applying to UNC Pembroke through the Admissions Office, individuals must also contact the Director of Teacher Education (and submit any additional required documentation) to design an individualized education plan. All licensure candidates must meet the admission and retention standards of the Teacher Education Program and the National Teachers Examination requirements established by the State Board of Education. (See Teacher Education Program.)

Second Degree: Applicants who wish to enroll at the University to complete a second undergraduate degree must submit the application for admissions, a $40 application fee, and transcripts from all colleges attended. (See Requirements for a Second Baccalaureate Degree.)

Transient Students: Transient students are students enrolled in a degree program at another college or university who qualify to study for one semester or summer session at UNC Pembroke and plan to transfer credits earned back to the institution at which they are pursuing a degree. To gain admission as transient students, applicants must be in good academic standing and be eligible to return to their parent institution. They must also have permission from their institution to study at UNC Pembroke. Transient students are not required to pay an application fee.

Joint Enrolled: The Joint Enrollment Program is designed for high school students who have excelled academically in high school and prove ready for college-level work. Students may register for no more than one course per semester while completing their high school curriculum, and they cannot take courses that are offered at their high school. Interested students must submit a special Joint Enrollment Application, an official high school transcript, SAT/ACT scores, and class rank.

Permission must be granted from the student's high school principal or guidance counselor and the Director of Admissions, prior to admission as a Joint Enrolled student. An application fee is not required.

Audit: New students who plan to audit a course must submit an application for admission and a form from the Office of Academic Affairs with the approval of the appropriate professor(s) and the Associate Vice Chancellor for Academic Affairs.

AUDITING

All persons, whether regularly enrolled in the University or not, who desire to audit a course must secure the permission of the instructor and the Office for Academic Affairs. Audits may not be added to a student's schedule after the last day to add a class. The fee charged for auditing a course will be the same as if the course were taken for credit. Students who are regularly enrolled at the University must file a copy of the permission letter from the Office for Academic Affairs with the instructor at the beginning of the course. Audited classes are listed on the permanent record and are designated by the letters "AU." Class participation by and requirements of auditors are at the discretion of the instructor.

GRADUATE ADMISSIONS

Inquiries concerning graduate admissions should be directed to the Dean of Graduate Studies. Admissions requirements are stated in the School of Graduate Studies section of this catalog.

DEGREE COMPLETION PROGRAM FOR MILITARY PERSONNEL

UNC Pembroke provides educational programs for veterans, active military personnel, and retired military personnel who wish to continue their career development in higher education and to complete an educational program leading to a college degree. The University is a CONAP participant and SOC member.

In recognition of the educational experience gained by military personnel in their regular training, in service school courses, in USAFI or DANTES courses, and through the College Level Examination Program (CLEP), UNC Pembroke will accept transfer credit toward a Bachelor of Arts or Bachelor of Science degree.

* Men or women who have served one or more years in the armed services will be awarded two semester hours credit for each year of service, up to 12 semester hours of credit, as elective credit. In addition, military members will receive credit for physical education courses. A copy of the student's DD-214 form must be submitted with the application in order to receive credit.
* Credit may be awarded for service school courses comparable to those offered by UNC Pembroke. The amount of credit granted will be according to the recommendations of the American Council on Education as listed in the most recent edition of *A Guide to the Evaluation of Educational Experiences in the Armed Services*. These recommendations are evaluated in terms of courses offered and curriculum accepted at UNC Pembroke.
* Credit may be granted for work completed with an acceptable rating in USAFI courses that are parallel to courses offered at the University, provided a transcript of the work is sent directly to the Director of Admissions.
* Credit may be earned through the College Level Examination Program (CLEP).

In addition to the special provision for granting credit to military personnel for their educational experience, the University will accept transfer credit toward a Bachelor's degree:

1.) All transferable work completed in residence at accredited senior institutions of higher education provided the student has an overall cumulative quality point average of 2.0;
2.) Up to 64 semester hours of work completed in a two-year college provided the student has an overall cumulative quality point average of 2.0;
3.) Up to 24 semester hours of work completed through correspondence and/or extension courses from regionally accredited institutions (with no more than 12 semester hours by correspondence). Work completed in courses offered by UNC Pembroke's Continuing Education Division at cooperating technical institutes is not counted as extension work.

COLLEGE LEVEL EXAMINATION PROGRAM

UNC Pembroke participates in the College Level Examination Program (CLEP) and accepts CLEP examinations which measure mastery of college-level, introductory course content in a variety of subject areas. Students meeting the credit-granting score on CLEP General Examinations and/or Subject Examinations may earn up to 30 semester hours of college level credit. Transfer students may earn credit through prior CLEP exams provided the following criteria are met: 1) their scores must meet UNCP's credit-granting standards, 2) their scores must be sent to the UNCP Admissions Office, and 3) their exams must be among those listed below. CLEP credit will not be granted for previously failed courses.

UNCP awards General Education CLEP credit towards General Education for successful completion of any of the four **CLEP General Examinations** as outlined below. Successful completion is defined as earning a score of 50 or above (500 or above prior to 7/01). These examinations may be taken prior to entering UNCP, but no later than the first semester in residence.

CLEP General Examination	Semester Hours	UNCP Course Equivalent
English Composition	3	ENG 105*
Humanities	6	ART 205 and MUS 230
Mathematics	3 or 6	MAT 105 and MAT 107*
Natural Sciences	6	BIO 100 and PHS 110

* Departmental exam also required.

CLEP Subject Examinations may be taken prior to or during the student's enrollment with the following exception: no CLEP examination credit will accepted during the final 25 percent of a student's course work. Successful completion of each subject examination earns three to eight semester hours of credit and may exempt the student from certain General Education (as defined below) or major requirements. In some cases, only general elective credit will be awarded. Effective July 2001, the minimum credit-granting score for all CLEP Subject examinations will be 50.

CLEP Subject Area Examinations	Min. Score (Prior to 7/01)	Sem. Hrs	UNCP Course Equiv.	Gen. Ed.
American Literature	46	3	ENG 224	yes
Analyzing and Interpreting Literature	47	3	ENG 203	yes
Chemistry, General	47	8	CHM 130/131	yes
College Algebra	46	3	MAT 107	yes
English Literature	46	3	ENG 247	yes
French, Level I	41	6	FRH 131/132	yes
History of U.S. I, Early Colonizations to 1877	47	3	HST 101	yes
History of U.S. II, 1865 to present	46	3	HST 102	yes
Human Growth and Development	45	3	PSY 205	no
German, Level I	40	6	GER 131/132	yes
Psychology, Introductory	47	3	PSY 101	yes
Sociology, Introductory	47	3	SOC 101	yes
Spanish, Level I	41	6	SPN 131/132	yes
Western Civilization I: Ancient Near East to 1648	46	3	elective	no
Western Civilization II: 1648 to Present	47	3	elective	no

Students interested in information regarding CLEP testing centers should contact the College Board by:

phone: (609) 771-7865;
mail: CLEP, P.O. Box 6600, Princeton, NJ 08541-6600;
email: clep@info.collegeboard.org; or
the net: http://www.collegeboard.org.

Incoming freshmen may also obtain this information from their high school counselors.

ADVANCED PLACEMENT

The University of North Carolina at Pembroke participates in the Advanced Placement program of the College Entrance Examination Board. Credit may be earned in various subject matter areas. UNC Pembroke especially welcomes applicants with preparation in Advanced Placement courses. It awards University credit for such preparation according to the following table. For general information about Advanced Placement programs call 609-771-7300.

Subject	Req. Score	Hours Granted	Course Equivalent
Art: History	3	3	Art 205
Art: Studio Art: Drawing	3	3	Art 132
Biology	3	4	Biology 100, 100L
Chemistry	3	4	Chemistry 130, 110
Computer Science AB	3	3	Computer Science 155
English Language/Comp.	3	3	English 105
English Literature/Comp.	3	3	English 105
French Language	3	3	French 231
French Language	4	6	French 231, 232
French Literature	3	3	French 321
French Literature	4	6	French 321, 322
History: American	3	3	History 101
History: European	3	3	Gen. University Elective
History: World	3	3	History 114
Mathematics: Calculus AB	3	4	Mathematics 221
Mathematics: Calculus BC	3	4	Mathematics 222
Music: Theory	4	4	Music 114, 114L
Physics: B	3	6	Physics 150, 151
Physics C: Mechanics	3	3	Physics 200
Physics C: Electricity & Magnetism	3	3	Physics 201
Psychology	3	3	Psychology 101
Spanish Language	3	3	Spanish 231
Spanish Language	4	6	Spanish 231, 232
Spanish Literature	3	3	Spanish 321
Spanish Literature	4	6	Spanish 321, 322
Statistics	3	3	Sociology/Social Work/ Criminal Justice 360 or Mathematics 210

*Laboratory notebooks from AP courses will be examined to determine amount of credit.

INTERNATIONAL BACCALAUREATE COURSE EQUIVALENCIES

The University of North Carolina at Pembroke awards college-level credit for acceptable completion of the following International Baccalaureate courses:

IB Area	Level	IB Grade	UNCP Course Equiv.	Sem. Hrs.
Chemistry	HL	5+	CHM 130, 131, 110, 111	8
Computer Science	SL	5+	CSC 155	3
Computer Science	HL	5+	CSC 155, 215	6
Cultural Anthro.	SL/HL	5+	SOC/AIS 105	3
Economics	HL	5+	ECN 202, 203	6
Economics				
A1: Resource Mkt.	HL	5+	ECN 100	3
History				
20th Century World	HL	5+	Elective Credit	3
Islamic History	HL	5+	Elective Credit	3
Language A1	HL	5+	ENG 105, 206	6
Geography	HL	5+	GGY 101	3
Mathematical Studies:				
Pt. I core + Pt. II Opt. 7	SL	5+	MAT 118	3
Pt. I core + Pt. II Opt. 8	SL	5+	MAT 210	3
Pt. I core + Pt. II Opt. 9	SL	5+	MAT 215	4
Mathematics	HL	5+	MAT 109, 221	8
Further Mathematics	SL	5+	MAT 220	3
Music	SL	5+	MUS 102	3
Music	HL	5+	MUS 114, MUSL 114	4
Physics	HL	5+	PHY 150, 151, 156, 157	8

PART-TIME STUDENTS

A part-time student is a student who is regularly admitted to UNC Pembroke and is registered for less than 12 semester hours of course work in a Fall or Spring Semester.

Students in a part-time status taking seven or more semester hours are charged all fees; activity and tuition charge is based on the number of semester hours taken. Part-time students taking four to six semester hours will pay a reduced student activity fee.

UNIVERSITY HONORS COLLEGE

The University Honors College is designed to recognize outstanding students and to promote the scholarly growth of the students selected for the program by providing interdisciplinary educational opportunities that enhance the general curriculum. These opportunities are developed around a learning community of honors students and include selected general education courses, small interdisciplinary seminars, cultural and service programs, and shared residential facilities with other honors students. The University Honors College offers an intellectually stimulating social environment; greater curricular flexibility; more personal contact and scholarly discussion with students and faculty from the various disciplines; and closer interaction with individual faculty members in the College. Each University Honors College student prepares a senior project under the supervision of a faculty mentor. For program description, see Special Programs.

Program participants are selected on the basis of class rank, high school grades, Scholastic Aptitude Test (SAT) scores or American College Testing (ACT) scores, and extra-curricular and community achievements. University Honors College students are appointed by the Director of the University Honors College upon the recommendation of the Honors Council.

COLLEGE OPPORTUNITY PROGRAM

The College Opportunity Program is designed to admit a limited number of students who meet most, but not all, of The University of North Carolina at Pembroke's regular admission standards. Students are selected on the basis of high school academic record, scholastic standing in the high school graduating class, and SAT or ACT scores. The application for admission should be filed as early as possible.

Students enter the College Opportunity Program in the summer for a five-week session, which includes freshman testing and courses designed to develop academic skills which will be necessary for the Fall Semester. Students who successfully complete these summer courses are then eligible to continue in the Fall Semester. In the Fall and Spring Semesters, the student is allowed to register for 15 hours of academic courses. In addition, students meet regularly with the COP advisor for academic counseling. Students who meet the University's academic eligibility requirements and have successfully completed the College Opportunity Program (made a "C" or better in both ENG 105 and ENG 106) then continue at the University as other regularly admitted students.

STUDENT FINANCES FOR UNDERGRADUATE PROGRAMS

EXPENSES 61
FINANCIAL AID 66
SCHOLARSHIPS, AWARDS, GRANTS, LOANS 67
STUDENT EMPLOYMENT, VETERANS' BENEFITS 69

EXPENSES

(Payment must be in U.S. dollars. Expenses are subject to change without notice.)

TUITION AND FEES

Tuition and all fees are due and payable in full by registration day for each semester or summer term. Please make checks or money orders payable to the University of North Carolina at Pembroke. A returned check charge of $25 will be levied on each returned check.

It is the policy of the administration and trustees to keep the cost of a college education as low as possible. Since UNC Pembroke is maintained by the people of North Carolina for the education of residents of the State, it is available to them at less cost than to nonresidents. The residency status of each student is determined at the time of original admission. (See below for further information on residency status.) Registration for any semester or session may not be completed until all special or extra fees, fines, payments for lost or damaged articles, etc., incurred in the previous semester or session, have been paid; no transcript nor record will be issued until all fees/fines owed have been paid.

Tuition Surcharge on Undergraduates

The North Carolina Legislature directed the Board of Governors to impose a twenty-five percent tuition surcharge on students who take more than 140 credit hours to complete a baccalaureate degree in a four-year program or more than one hundred ten percent (110%) of the credit hours necessary to complete a baccalaureate degree in any program officially designated by the Board of Governors as a five-year program. The calculation of these credit hours taken at a constituent institution or accepted for transfer shall exclude hours earned through the College Board's Advanced Placement or CLEP examinations, through institutional advanced placement or course validation, or through summer term or extension programs.

No surcharge shall be imposed on any student who exceeds the degree credit hour limits within the equivalent of four academic years of regular term enrollment, or within five academic years of regular term enrollment in a degree program officially designated by the Board of Governors as a five-year program.

The undergraduate credit hours to be counted for calculation in the surcharge requirement include:

* all regular session degree-creditable courses taken at this institution including repeated courses, failed courses and those dropped after your official census date (normally the last date to add a course); and
* all transfer credit hours accepted by this institution.

The hours excluded from the calculation include:

1) those earned through the College Board's Advanced Placement (AP) and College Level Examination Program (CLEP) or similar programs;
2) those earned through institutional advanced placement, course validation, or any similar procedure for awarding course credit, and
3) those earned through the summer session or degree-credit extension division on this campus or at another UNC institution.

SCHEDULE OF UNDERGRADUATE EXPENSES: REGULAR SESSION

(Subject to change without notice.)

Sem. Hrs.	In-State Tuition	Out-of-State Tuition	Fees	Ins.	In-State Total	Out-of-State Total
12+	$732.00	$5,414.00	$550.50	$158	$1,440.50	$6,122.50
9-11	$549.00	$4,060.50	$412.88	$158	$1,119.88	$4,631.38
6-8	$366.00	$2,707.00	$275.25		$641.25	$2,982.25
1-5	$183.00	$1,353.50	$137.63		$320.63	$1,491.13

ROOM AND BOARD EXPENSES

Pine Hall	Dorm Rate	Meal Plan Rate	Total Semester	Total Year	Meal Plan Options Meals Per Week	Semester Bonus Money
Double	$1,305.00	$927.00	$2,232.00	$4,464		
Private Single	$1,565.00	$927.00	$2,492.00	$4,984	5	125.00
Private Double	$1,655.00	$927.00	$2,582.00	$5,164	9	100.00
West, Wellons, Belk, and North Hall					14	50.00
Double	$1,255.00	$927.00	$2,182.00	$4,364	19	0.00
Single	$1,605.00	$927.00	$2,532.00	$5,064		
University Village Apartments						
Double	$1,725.00		$1,725.00	$3,450		

DETAILED EXPLANATION OF CHARGES: TUITION, FEES, AND INSURANCE

TUITION: FULL-TIME STUDENT (per semester)

North Carolina Residents - Undergraduates	$732.00
Out-of-State Residents - Undergraduates	$5,414.00

GENERAL FEES (Per Semester)

Educational and Technology Fee	$60.00
Health Services	$62.50

This fee is used to operate Student Health Services.

Other Required Fees	$428.00

This fee is used to support various University programs such as Athletics, Band and Chorus, Dramatics, Debt Service, Student Center, Student Government, Braves One Card, Intramurals, Yearbook, Newspaper, and the Performing Arts Series.

INSURANCE

Students taking 9 or more credit hours will be charged $158 per semester for health insurance.

If you wish to waive this insurance, you must complete and return the insurance waiver form to the Student Accounts Office no later than the published cut-off date. The Student Health Services Office can answer any questions you may have about the coverage or waiver process.

MISCELLANEOUS FEES

Application Fee	$40

This fee, paid at the time of initial application, is non-refundable and cannot be applied to meet any other charges.

Undergraduate Graduation Fee	$40
Graduate Graduation Fee	$70

This fee must be paid at the time the student makes application for graduation. It is used to pay for the cap, gown, and diploma. This is a non-refundable fee.

Late Payment/Registration Fees	$25

Students who register and/or pay for classes after the scheduled registration date has passed must pay this fee.

Change of Course Fee	$2

Students who voluntarily drop or add courses after the first day of classes in any semester must pay $2 for each course involved.

Dormitory Deposit Fee (refundable)	$125
Vehicle Registration Fee:	
Commuter (Day)	$60
Commuter (night)	$40
Dormitory Resident	$60

Permits sold after April 30 will be half price. A vehicle registration permit is valid for one full year, commencing August 15.

Transcript Fee	
Mailed	$3
Faxed	$5
Walk-in	$5
Returned Check Charge	$25

REFUND POLICY (This Policy Is Subject to Change)

A. TUITION AND FEES

Withdrawals

Tuition and fees, including room and board will be refunded per the following schedules, provided a student officially withdraws from the University.

Fall and Spring Semesters

Prior to the first day of classes	100% of fees paid
1 through 12 calendar days	90% of fees paid
13 through 30 calendar days	50% of fees paid
31 through 60 calendar days	25% of fees paid
after 60 calendar days	no refund

First, Second, and Special Five-Week Summer Sessions

Prior to first day of classes	100% of fees paid
1 through 9 calendar days	50% of fees paid
after 9 calendar days	no refund

Intra Session

Prior to first day of classes	100% of fees paid
1 through 6 calendar days	50% of fees paid
after 6 calendar days	no refund

The University counts calendar days beginning with the first official day of classes (not the first day of particular classes). A completed withdrawal form must be filed with Student Accounts Office in the Controller's Office. Forms for withdrawal during the first six weeks of the semester, the first 9 calendar days of first, second, and special five-week summer sessions, and the first 6 calendar days of intra sessions may be obtained from the Registrar's Office. After these times, forms may be obtained from the Office for Academic Affairs.

Reducing Hours

Students who officially drop from full-time to part-time status or those who drop to a lower block of credit hours will receive a refund equal to the difference between the amount paid and the charge for the block of hours for which the student is officially registered at the end of the registration (drop/add) period.

Refunds for withdrawing or reducing hours will be processed after the registration period. Please allow two weeks for processing of any refund. Students receiving financial aid will not receive a refund until the Financial Aid Office determines if any funds from an awarding agency must be returned. If a return is required, withdrawal may result in a student liability to the University.

B. ROOM DEPOSIT

The University will refund all but $25 of the room deposit to incoming new students if written cancellation is received by August 1 preceding the fall semester and December 1 preceding the spring semester. The room deposit is non-refundable after these deadlines.

The $125 room deposit (less damages and /or any other financial obligations owed The University of North Carolina at Pembroke) will be refunded to established residents provided the resident submits written cancellation by November 15 preceding the spring semester and by April 15 preceding the fall semester. Established residents must follow check-out procedures as detailed in the Student handbook to ensure an appropriate refund of the room deposit.

If a student withdraws from the University prior to mid-semester, the room deposit will be forfeited. If a student withdraws after mid-semester, the room deposit (less damages if any) will be refunded, provided checkout procedures have been followed.

RESIDENCE STATUS FOR TUITION PURPOSES

The basis for determining the appropriate tuition charge rests upon whether a student is a resident or a nonresident for tuition purposes. Each student must make a statement as to the length of his or her residence in North Carolina, with assessment by the institution of that statement to be conditioned by the following.

Residence

To qualify as a resident for tuition purposes, a person must become a legal resident and remain a legal resident for at least twelve month immediately prior to classification. Thus there is a distinction between legal residence and residence for tuition purposes. Furthermore, twelve months legal residence means more than simple abode in North Carolina. In particular it means maintaining a domicile (permanent home of indefinite duration) as opposed to "maintaining a mere temporary residence or abode incident to enrollment in an institution of higher education." The burden of establishing facts which justify classification of a student as a resident entitled to in-state tuition rates is on the applicant for such classification, who must show his or her entitlement by the preponderance (the greater part) of the residentiary information.

Initiative. Being classified a resident for tuition purposes is contingent on the student's seeking such status and providing all information that the institution may require in making the determination.

Parent's Domicile

If an individual, irrespective of age, has living parent(s) or a court-appointed guardian of the person, the domicile of such parent(s) or guardian is, prima facie, the domicile of the individual; but this prima facie evidence of the individual's domicile may or may not be sustained by other information. Further, nondomiciliary status of parents is not deemed prima facie evidence of the applicant child's status if the applicant has lived (though not necessarily legally resided) in North Carolina for the five years preceding enrollment or re-registration.

Effect of Marriage

Marriage alone does not prevent a person from becoming or continuing to be a resident for tuition purposes, nor does marriage in any circumstance insure that a person will become or continue to be a resident for tuition purposes. Marriage and legal residence of one's spouse are, however,

relevant information in determining residentiary intent. Furthermore, if both husband and his wife are legal residents of North Carolina and if one of them has been a legal resident longer than the other, then the longer duration may be claimed by either spouse in meeting the twelve-month requirement for in-state tuition status.

Military Personnel

A North Carolinian who serves outside the State in the armed forces does not lose North Carolina domicile simply by reason of such service. Students from the military may prove retention or establishment of residence by reference, as in other cases, to residentiary acts accompanied by residentiary intent. In addition, North Carolina affords tuition rate benefits to certain military personnel and their dependents even though qualifying for the in-state tuition rate by reason for twelve months legal residence in North Carolina. Members of the armed services, while stationed in and currently living in North Carolina, may be charged a tuition rate lower than the out-of-state tuition rate to the extent that the total of entitlement for applicable tuition costs available from the federal government, plus certain amounts based under a statutory formula upon the in-state tuition rate, is a sum less than the out-of-state tuition rate for the pertinent enrollment. A dependent relative of a service member stationed in the state is eligible to be charged the in-state tuition rate while the dependent relative is living in North Carolina with the service member and if the dependent relative has met any requirement of the Selective Service System applicable to the dependent relative. These tuition benefits may be enjoyed only if the applicable admission requirements have been met; these benefits alone do not provide the basis for receiving those derivative benefits under the provisions of the residence classification statute reviewed elsewhere in this summary. To be considered , the student must submit a military residency application.

Grace Period

If a person (1) has been bona fide legal resident, (2) has consequently been classified a resident for tuition purposes, and (3) has subsequently lost North Carolina legal residence while enrolled at a public institution of higher education, that person may continue to enjoy the in-state rate for a grade period of twelve months measured from the date on which North Carolina legal residence was lost. If the twelve months end during an academic term for which the person is enrolled at a State institution of higher education, the grace period extends to the end of that term. The fact of marriage to one who continues domiciled outside North Carolina does not by itself cause loss of legal residence, marking the beginning of the grace period.

Minors

Minors (persons under 18 years of age) usually have the domicile of their parents, but certain special cases are recognized by the residence classification statute in determining residence for tuition purposes.

If a minor's parents live apart, the minor's domicile is deemed to be North Carolina for the time period(s) that either parent, as a North Carolina legal resident, may claim and does claim the minor as a tax dependent, even if other law or judicial act assigns the minor's domicile outside North Carolina. A minor thus deemed to be a legal resident will not, upon achieving majority before enrolling at an institution of higher education, lose North Carolina legal residence if that person (1) upon becoming an adult "acts, to the extent that the person's degree of actual emancipation permits, in a manner consistent with bona fide legal residence in North Carolina" and (2) "begins enrollment at an institution of higher education not later than the fall academic term next following completion of education prerequisite to admission at such institution."

If a minor has lived for five or more consecutive years with relatives (other than parents) who are domiciled in North Carolina and if relatives have functioned during this time as if they were personal guardians, the minor will be deemed a resident for tuition purposes for an enrolled term commencing immediately after at least five years in which these circumstances have existed. If under this consideration a minor has deemed to be a resident for tuition purposes immediately prior to his or her eighteenth birthday, that person on achieving majority will be deemed a legal resident of North Carolina of at least 12 month's duration. This provision acts to confer in-state tuition status

even in the face of other provisions of law to the contrary; however, a person deemed a resident of 12 months duration pursuant to this provision continues to be a legal resident of the State only so long as he or she does not abandon North Carolina domicile.

Lost, but Regained Domicile

If a student ceases enrollment at or graduates from an institution of higher education while classified a resident for tuition purposes and then both abandons and reacquires North Carolina domicile within a 12-month period, if he or she continues to maintain the reacquired domicile into re-enrollment at an institution of higher education, may re-enroll at the in-state tuition rate without having to meet the usual 12-month durational requirement. However, any one person may receive the benefit of this provision only once.

Change of Status

A student admitted to initial enrollment in an institution (or permitted to re-enroll following an absence from the institutional program which involved a formal withdrawal from enrollment) must be classified by the admitting institution either as a resident or as a nonresident for tuition purposes prior to actual enrollment. A residence status classification once assigned (and finalized pursuant to any appeal properly taken) may be changed thereafter (with corresponding change in billing rates) only at intervals corresponding with the established primary divisions of the academic year.

Transfer Students

When a student transfers from one North Carolina public institution of higher education to another, he or she is treated as a new student by the institution to which he or she is transferring and must be assigned an initial residence status classification for tuition purposes.

FINANCIAL AID

The primary role of the Financial Aid Office, located on the second floor of Lumbee Hall, is to provide financial aid as well as financial counseling to students requesting these services. This office coordinates a variety of State, Federal, private and institutionally funded aid programs, each with different regulations and requirements. While most of these programs require students to demonstrate financial need, there are loan funds available to help students and parents which are not need based. All students requesting consideration for any type of financial aid, including loans, must apply each year. The application, "Free Application for Federal Student Aid," should be completed, listing the University of North Carolina at Pembroke as the school of choice, and mailed in the envelope attached to the application. These applications are available in all high school guidance offices and the Financial Aid Office. The application should be mailed by March 15 to allow time for processing so awards can be made before Fall Registration.

To be eligible for financial assistance a student must have a high school diploma or GED; be enrolled as a regular student in an eligible program; be a U.S. Citizen or eligible non-citizen; generally, have a social security number; make satisfactory academic progress; register with the Selective Service, if required; and, not be in default on any federal loan or owe a refund on a federal grant. In addition, a transfer student must submit to the Financial Aid Office a completed Financial Aid Transcript from each institution previously attended. Financial aid is awarded on the basis of academic achievement and demonstrated financial need. The first responsibility of financing a student's education rests with the student and the student's family. A student's parents are expected to contribute towards his or her expenses insofar as they are able from income and assets. A student is expected to provide funds for his or her own education through savings, summer work, and other resources. Each student is individually considered on the basis of the family financial situation.

A Financial Aid Brochure which explains in detail the financial aid programs at UNC Pembroke is available in the Financial Aid Office.

SCHOLARSHIPS, AWARDS, GRANTS, LOANS

SCHOLARSHIPS

Scholarships, including endowed scholarships, are provided by donors to the University: Friends, alumni, corporations and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of scholarships is available, some with specific restrictions. Scholarships and endowed scholarships are available in these categories:

Alumni Sponsored Scholarships	Departmental Scholarships
General Scholarships	Specialized Scholarships

For application information, a student is encouraged to contact the Office of Financial Aid or the Chair of the Department in his or her major field.

For a complete listing of scholarships and awards, see Appendix B.

For further information about specific scholarships, their donors, and their honorees, please consult the Office of Advancement.

AWARDS

Special awards are presented to recognize outstanding graduating seniors. Currently there are awards in the Social Work Program and the Teaching Fellows Program.

GRANTS

Grants are provided by state and national agencies.

North Carolina Grants

Funds for grants allocated by the North Carolina Legislature are made available on an annual basis to residents of North Carolina in attendance at UNC Pembroke. These grants vary in amount according to students' demonstrated need.

Federal Pell Grants

This program is for students who have financial need. The U.S. Government fixes the amount of financial assistance a student may receive under the Pell Grant Program on the basis of need. These grants are awarded upon enrollment in good standing in an institution of higher education. Applications are available in the University's Financial Aid Office and any high school guidance counselor's office. To apply for a Pell Grant a student must complete the Free Application for Federal Student Aid. A Student Aid Report will be sent to the student's home address.

Federal Supplemental Educational Opportunity Grants

The purpose of this program is to provide Supplemental Educational Opportunity Grants to students who have demonstrated exceptional need and who would be unable to enter or remain in college without such assistance. Recipients must show academic or creative promise. The grant may be renewed for each year of undergraduate study for a period of up to four years if the student continues to qualify for assistance. Students must reapply each year.

North Carolina Student Incentive Grant Program

This program is administered by College Foundation, Inc. Funds are provided to the Foundation by the North Carolina State Education Assistance Authority under the 1965 Higher Education Act, as amended, from state and federal appropriations. To qualify for a North Carolina Student Incentive Grant (NCSIG), a student must be a legal resident of North Carolina, be accepted for enrollment as a regular student or be enrolled full-time in good standing in an undergraduate program, and must demonstrate a substantial financial need. Grants are based on an individual student's demonstrated need in relation to resources and the cost of education, but may not exceed $1,500 per academic year.

To apply for NCSIG, the student's parents and/or the student and spouse must complete the Free Application for Federal Student Aid, and mail it to the processor no later than March 1. All

North Carolina residents are encouraged to apply for this grant.

All students applying for the NC Student Incentive Grant must also apply for the Pell Grant.

Vocational Rehabilitation Scholarships

Students who have disabilities which constitute vocational handicaps are eligible for scholarships from the North Carolina Vocational Rehabilitation Department. For information, qualified students should write to the Department of Vocational Rehabilitation, Raleigh, NC.

Minority Presence Grant Program

The Minority Presence General Grant Program: Part I - provides funds for grants to white students at predominately black institutions and to black students at predominately white institutions who are residents of North Carolina, are enrolled for at least three hours of degree credit course work, and demonstrate financial need; Part II - provides funds for grants to Native Americans and other minority students at the constituent institutions of the University of North Carolina who are residents of North Carolina, are enrolled for at least three hours of degree credit course work, and demonstrated financial need.

American Indian Student Legislative Grant Program

Established by the NC General Assembly, this program provides assistance for resident North Carolina Indians who demonstrate financial need according to federal guidelines. Recipients must be enrolled at least half time in a regular degree-seeking program and maintaining satisfactory academic progress.

LOANS

Loans are available through federal and state programs as well as through private donors.

Federal Perkins Loan

Assistance is available in the form of loans which bear no interest while the student is enrolled at least half-time in an institution of higher education. Interest begins to accrue at the rate of five (5) percent and payment begins nine months after the borrower ceases to be enrolled in at least a half-time course of study. Repayment may be extended over a period of ten years as long as a minimum repayment of $40 per month or $120 per quarter is made.

Loans are made to entering freshmen and transfer students who are enrolled as regular students and to returning students who are in good academic standing and who can demonstrate financial need. The Perkins Loan program is funded by the federal government.

Federal Stafford Loan Program

Subsidized: Based on financial need, these are low-interest loans made by lenders such as banks, credit unions or savings and loan associations and insured by state guaranty agencies. Loan limits are based on need and grade level.

Non-Subsidized: These loans are not based on need. Interest accrues to the borrower beginning on the date of disbursement by the lender. The borrower is responsible for the interest during in-school and deferment periods.

N.C. State Scholarship Loan Fund for Prospective Teachers

Students desiring loans of this type should make applications to the North Carolina State Department of Public Instruction, Raleigh, North Carolina. This fund provides as much as $2500 per year in financial aid for a prospective teacher. Repayment of the loan is canceled for recipients who teach four years in North Carolina public schools.

Student Loan Funds Provided by Donors

A student with special financial needs may approach the Financial Aid office for information about loan services provided by donors to the university. The Office of Advancement has additional information about the donors of these loans and their honorees.

EMPLOYMENT AND VETERANS' BENEFITS

STUDENT EMPLOYMENT

The student employment programs help eligible students pay University expenses while attending classes full time. Students participating in the programs are employed with the Maintenance Department, Library, Cafeteria, Switchboard, Administrative and Departmental Offices, and Laboratories.

The student employment programs consist of the University Self-Help Program and the Federal Work-Study Program, which is a federal assistance program. To participate in the programs, a student must have a completed application for aid on file in the Financial Aid Office. To participate in the Federal Work Study Program, a student must demonstrate financial need.

A student's work schedule will depend upon class schedules and can be arranged by the student and the student's work supervisor. These jobs provide learning opportunities as well as financial aid.

VETERANS' BENEFITS

Vocational Rehabilitation

Veterans who enter the University under Chapter 31, Title 38, U.S. Code, Vocational Rehabilitation for Disabled Veterans, and have the approval of the Veterans Administration will have their University fees paid directly to the University by the U.S. Government.

GI Bill

Veterans eligible for the G.I. Bill, Chapter 30, Title 38, U.S. Code effective October 19, 1984, and Chapter 32, Title 38, United States Code, effective January 1, 1977, must make application for their benefits. For information regarding eligibility, or application forms, contact the Veterans Administration, Regional Office, 251 North Main Street, Winston-Salem, N.C. or the Financial Aid Office, University of North Carolina at Pembroke. Transfer students on the G.I. Bill should complete VA Form 21E-1955, Request for Change of Program or Place of Training, prior to the time they plan to transfer.

Once the veteran is enrolled, he/she must attend classes regularly to continue receiving benefits.

NC National Guard, Chapter 106

Upon enlistment in the North Carolina National Guard, students will be eligible to apply for up to $1000 per year tuition assistance. The Tuition Assistance program was established by the North Carolina Legislature to provide educational assistance for members of the North Carolina National Guard. For further information students can write to:

NORTH CAROLINA ARMY NATIONAL GUARD,
Educational Opportunities, Att: AGRR
4105 Reedy Creek Road
Raleigh, NC 27607

Veteran Dependents

Children of disabled or deceased veterans may receive financial assistance in the payment of tuition, room, meals, and other required University fees. For information and application forms, students should write to the North Carolina Department of Veterans Affairs, Raleigh, N.C.

Chapter 35, Title 38, U.S. Code provides for the training of sons, daughters, spouses, and widows of veterans who died in service; who died as a result of a service-connected disability; who became permanently and totally disabled as a result of a service-connected disability; or who have been listed as missing in action, captured, detained, or interned in line of duty by a foreign government or power.

Students enrolling under provisions of Chapters 30, 32, 35 and 106 will pay fees at the time of registration and receive a monthly education and training allowance from the Veterans Administration. Since the first check is usually delayed, a veteran or dependent should make arrangements as early as possible.

STUDENT AFFAIRS AND STUDENT SERVICES

Room and Board 70
Student Services and Policies 71
Student Activities and Organizations 77

The Office for Student Affairs is responsible for the management and coordination of all co-curricular activities, non-academic support programs and services, and student life policies and procedures. It also retains budgetary approval over fees which support student activities.

University Housing, Career Services, Counseling and Testing, Health Services, Student Activities, Chavis University Center, Multicultural Center, Intramurals, the Givens Performing Arts Center, Minority Affairs, and Judicial Affairs all report to the Vice Chancellor for Student Affairs, whose office is located in Suite 242 on the second floor of Lumbee Hall.

Every effort is made to provide an environment which is pleasant and conducive to intellectual growth and well-being. Through the services and activities affiliated with campus life, the students at The University of North Carolina at Pembroke may acquire experience in individual and group leadership and personal development to supplement and enrich the academic component of their education.

ROOM AND BOARD

STUDENT HOUSING

At UNCP, housing is an integral part of the educational program. Residence halls are considered to be more than merely places to sleep; they are "home" for many students. The University's aim is to provide residence halls that offer an environment conducive to studying and to provide an opportunity for each student to develop socially and academically. Especially mature, well-qualified students are employed as Resident Advisors. RAs have many duties; however, one of their primary duties is to extend the services of the Counseling and Testing Center into each room.

Residence halls are located within walking distance of all campus facilities including classrooms, library, cafeteria, snack bar, student center, bookstore, post office, and recreational facilities. A wide selection of campus recreational facilities and programs is available to all students. Students are encouraged to become involved in the different activities and student organizations on campus.

A Housing Agreement/Application must be completed by all students entering UNCP who request to live on campus. An application can be obtained from the Housing Office which is located in Student Affairs, Suite 242, on the second floor of Lumbee Hall or by writing to the Housing Office, The University of North Carolina at Pembroke, P.O. Box 1510, Pembroke, NC 28372-1510. This application and a $125 deposit must be on file before a room assignment can be considered. All students moving into a residence hall must have paid room and board fees before keys can be issued to rooms. Neither returning students nor new students will be guaranteed a specific roommate, a specific room, or a specific hall assignment.

SUMMER HOUSING

Room and Board are available during both terms of the Summer Session. An application and a $125 deposit must be on file before an assignment can be made.

SODEXHO FOOD SERVICE

Customer meal plans are not transferable under any circumstances, and each student must present his/her UNCP Braves One Card each time of entry into the cafeteria. No one but the owner can use the Braves One Card.

Braves One Cards are made in the UNCP Braves Card Office, located in Suite H, Jacobs Hall.

Meal blocks for Braves One Cards must be paid for in advance of their issuance. Payment will be made to the University Cashier. Students who lose their Braves One Card must pay a $20 replacement fee for reissuance of cards.

Munch Money may be added to the Braves One Card at the University Cashier's Office or the Braves Card Office. The Braves One Card may then be used for Debit Card purchases in Bert's Cafe or in the cafeteria.

All meal plans are valid seven days a week, except summer session.

STUDENT SERVICES AND POLICIES

UNIVERSITY COUNSELING AND TESTING SERVICES

Counseling services are provided for UNCP students without cost. A variety of assessment instruments are used to explore personality type and patterns of behavior. Students who are experiencing personal difficulties are encouraged to utilize these services.

The Counseling and Testing Center, telephone # 910-521-6202, is located on the second floor, Room 243, of the Chavis University Center. The Center is staffed by two professional counselors. Counseling is typically done by appointment, but emergency situations are addressed immediately. Counseling relationships are confidential unless harm to self or others is indicated.

STUDENT HEALTH SERVICES

The Student Health Services Center is staffed Sunday 5 p.m. - Friday 4 p.m. during the academic year. This office provides counseling, diagnoses, and treatment for all registered students. A physician or nurse practitioner is available during selected hours. Seriously ill students and emergencies are referred to local medical facilities as necessary. Students should be aware that student health fees do not cover off-campus treatment. A current, validated, student ID card is required for all visits. Students are required to have health insurance that is available through the school.

MEDICAL HISTORY AND IMMUNIZATIONS

N.C. Law requires that each student provide proof of immunizations. Any student who does not have the mandated immunizations and/or does not furnish the required medical statement within thirty (30) days of the first day of class will be withdrawn from classes. The University has no authority to waive these requirements and/or give extension on the thirty (30) day time limit. A medical history form, which includes the required immunization documentation, should be returned as part of the admission requirement prior to registration. This form must be completed by the student and on file with Student Health Services. This requirement applies to all students enrolled for nine (9) or more semester hours. All students enrolled in one (1) to eight (8) semester hours are required to complete a medical history form and immunizations as indicated on the immunization form. The director and nurse on duty are available to assist students in completing the necessary immunizations.

CAREER SERVICES

The Career Services Center is located in the Chavis University Center, Room 210. The Center's purpose is to assist students and alumni with career planning and the job search. Career consultants are available to assist students in deciding their major, assessing their skills and interests, exploring job information, writing résumés and cover letters, polishing interviewing skills, and developing job search strategies.

The Career Library maintains resources related to college majors, careers, employers, graduate schools, internships/co-ops, and the job market. Web services are available for students to post resumes and references, view job listings, and network with employers.

Workshops are offered throughout the year on a wide range of career planning topics. The following events are scheduled annually: Freshman Seminar tours, Senior Orientation, Graduate &

Professional School Day, Career Fair, Teacher Education Fair, and the Volunteer/Internship Fair.

Representatives from business, industry, government, healthcare agencies, and public schools visit the Career Center during the fall and spring semesters to interview students and alumni for job and internship vacancies. The UNCP Alumni Career Connection is a network of graduates willing to contribute information and/or time to students exploring careers, graduate schools, internships, etc.

For more information, view the Career Center's website and online newsletter at www.uncp.edu/cs or call to make an appointment. Office hours are 8:00 am - 5:00 pm, Monday - Friday. In addition, the Career Center is open until 7:00 pm at least one evening per week.

MULTICULTURAL CENTER

The Multicultural Center is open to the entire campus community and exists to promote opportunities that will encourage greater global awareness. The Center offers changing exhibits showcasing the unique qualities of a variety of cultures. The majority of exhibits are prepared by students who are seeking a means to creatively display their cultural interests and build their personal portfolios. A computer lab and library of study abroad information are maintained in cooperation with the Office of International Programs. The Center serves as a resource for international students on campus by providing assistance with non-immigrant visa matters as well as personal advisement and activities designed to facilitate adjustment to student life at The University of North Carolina at Pembroke. Additional services include orientation programs, regional travel, and social opportunities. The Center is also available for scheduled meetings of student groups.

DISCIPLINE

The University of North Carolina at Pembroke is an institution for the education of men and women who expect to take their places as responsible, trustworthy citizens of their country. It takes for granted that students will not be guilty of improper conduct.

The aim of all discipline is two-fold: first, to develop self-control in the individual; and second, to protect the welfare of society. Students who cannot or will not comply with the few and simple rules governing the student body are subject to dismissal. The institution reserves the right to decline to register students whose past record is such as to indicate moral, scholastic, or general conduct unfitness. In addition to any costs for repair or replacement, penalties for vandalism will include a $50 fine, social or residence life probation, or suspension from the University.

All students are expected to observe the rules and live by the general codes of conduct as stated above and enumerated in the *Student Handbook*. Students living on campus are expected to observe special rules applicable to resident students. Conduct unbecoming a student at The University of North Carolina at Pembroke will not be tolerated.

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE DRUG POLICY

I. Introduction

The University is dedicated to providing a work, study, and recreational environment that does not include illegal drugs, abuse of prescription medications, or excessive use of alcohol. All students, staff, faculty, and guests are viewed by the University as individually responsible and legally accountable for their actions. The illegal possession, sale or use of drugs, including alcohol, adversely affects the academic community. Toward that end, the University notifies in writing, the parents of students under the age of 21 of such offenses.

The University has developed drug education, prevention, and intervention programs. Members of the University community are encouraged to become familiar with the programs and are invited to take advantage of the services provided.

II. Alcohol/Drug Education Programs

A. Alcohol Drug Abuse Prevention Team (ADAPT)

ADAPT was initiated in 1988 to provide all members of the University community with coordinated drug-related education, prevention, and intervention services. The term "drugs" includes both legal drugs (i.e., alcohol, prescription medications, over-the-counter medications, nicotine,

caffeine, etc.) and illegal drugs as covered by the Controlled Substance Act (N.C.G.S. 90-88 et. seq.). ADAPT defines its mission as prevention, intervention, and education concerning the use and/or abuse of alcohol and other drugs.

A staff member of the Counseling and Testing Center serves as chairman of ADAPT. The team represents a cross-section of the University and local community. The chairman prepares an annual report for the Chancellor.

ADAPT activities encourage individuals to:

- Value and maintain sound health.
- Respect state/federal laws and University regulations.
- Recognize and resist pressure to use drugs.
- Promote drug-free activities.
- Promote the use of rehabilitation resources.
- Recognize the incompatibility of drug abuse and achievement of personal goals.

B. Educational Activities and Counseling Services

1. **Division of Student Affairs** provides the following:
   a. Annual notification to all enrolled students of the consequences of drug use and/or abuse.
   b. Administration of an annual, anonymous, freshman *wellness* survey.
   c. Educational programs in a variety of formats.
   d. A multimedia library on drug related topics.
   e. Alternative programming promoting drug-free fun.
   f. *Living/Learning* programs in the residence halls.
   g. Observance of *National Collegiate Alcohol Awareness Week*.
   h. Peer-educators to encourage informed choices concerning alcohol consumption and to discourage the use of illegal drugs.
   i. Twelve-step meeting schedules, e.g., AA, NA, etc.
   j. Referral information for students and employees.
   k. Drug assessment and/or counseling for students and employees.
   l. Support groups and drug awareness workshops.
   m. Drug education for student violators of this Drug Policy.
2. **Division of Academic Affairs** provides the following:
   a. Alcohol/drug modules in all Freshman Seminar classes.
   b. Academic credit courses in drug abuse prevention and chemical dependency.
   c. Academic credit courses in wellness and fitness.
   d. A *Wellness Committee* to promote healthy choices.
3. **Division of Business Affairs** provides the following:
   a. An Employee Assistance Program (EAP) which includes consultation, assessment, and referral.
   b. Annual written notification of all employees of this Drug Policy, the consequences of drug use/abuse, and available resources, including EAP, for counseling and rehabilitation.

III. Institutional Policy on Drugs

The illegal possession, sale, or use of drugs, including alcohol, will not be tolerated at the University. Violation will result in sanctions which may include dismissal from employment or the termination of student status. The University may impose sanctions if it is proven by a *preponderance of evidence* that a violation has occurred. Employees and students are subject to federal, state, and local laws as well as University rules and regulations. Members of the University community are not entitled to greater immunities or privileges before the law than those enjoyed by other citizens generally. Although the University reserves the right to impose more severe sanctions for any violation of its Drug Policy as circumstances may warrant, the following are the minimum penalties that may be imposed for particular offenses.

A. Abuse of Prescription and/or Over-the-counter Medications

The abuse of legal medications can lead to serious health complications for the user. Abuse of some medications can also lead the individual to exhibit behavior which is dangerous to self and

others. The University strongly supports efforts of individuals to change maladaptive behavior and offers services through both the Counseling & Testing Center and the Student Health Services. Continued abuse and disruptive behavior may result in disciplinary action.

B. Alcohol Possession and/or Consumption Regulations

1. Programs exist on campus to assist persons of legal age in making informed choices concerning alcohol.
2. Students of legal age are permitted to possess and consume beer, unfortified wine, fortified wine, spirituous liquor, and mixed beverages only within the confines of their residence hall rooms.
3. A student, age 21 or older, is permitted to carry in and consume beer (limit 72 oz.), unfortified wine (limit 30 oz.), or wine coolers (limit 60 oz.) with 17% or less alcohol content at the annual semi-formal Homecoming Dance. The sharing of alcoholic beverages during the dance is prohibited. Violators will be dismissed from the Homecoming Dance and will be subject to disciplinary action. Spirituous liquor and fortified wine (more than 17% alcohol, e.g., sherry or brandy) are prohibited at the Homecoming Dance. Individuals may be prohibited from bringing in alcohol, if it appears that they have consumed alcoholic beverages prior to the dance.
4. Student possession and/or consumption of any alcoholic beverage is prohibited at any location except as indicated in Section III, Subsection B, 2 and 3 of this Drug Policy.
5. Alcoholic beverages may be used only as a complement to an event, not as a main focus. Event sponsors must provide a proportionate amount of non-alcoholic beverages.
6. Student fees cannot be used to purchase alcohol.
7. Kegs are not permitted on campus. Kegs brought onto campus will be seized as contraband by the Campus Police and the contents destroyed. Kegs may be retrieved with proof of ownership when the student is prepared to remove them from campus. The Chancellor of The University of North Carolina at Pembroke reserves the right to approve the use of alcoholic beverages (including kegs or beer) at special functions, provided appropriate permits are obtained from the North Carolina Alcoholic Beverage Control Commission.
8. For offenses involving the illegal possession, consumption or excessive use of alcohol requiring the involvement of Campus Police and the Office of Student Affairs, sanctions shall be determined on a case-by-case basis. Offenders shall be required to participate in a drug education and/or counseling program at their cost (currently $50). Failure to comply with the terms of sanctions imposed and/or the drug education required may result in suspension from the University.
9. Repeat offenders will be required, at their own cost (currently $100), to participate in additional education and counseling, and progressively more severe sanctions will be imposed. Repeat offenders risk being suspended from the University.
10. Campus mandatory drug education/counseling must be completed within 40 days of the initial referral; if not, the student must complete an approved off-campus drug education/counseling program at his/her expense BEFORE being permitted to register for future classes or graduate. Failure to keep campus drug education/counseling appointments will result in a $25 fee for each missed appointment.
11. Guests in violation of this Drug Policy shall be required to leave campus and could face additional sanctions, including arrest. Students who have guests on campus are responsible for their guests at all times and will be held accountable for each guest's actions.

C. Illegal Possession of Drugs and/or Paraphernalia

1. For a first offense involving the illegal possession or use of any controlled substance identified in Schedule I, N.C. General Statutes 90-89, or Schedule II, N.C. General Statutes 90-90, the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent.
2. For a first offense involving the illegal possession or use of any controlled substance identified in Schedules III through IV, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) and/or the possession of drug paraphernalia, the minimum penalty shall be probation, for a period to be

determined on a case-by-case basis and mandatory participation in a drug education/counseling program. Refusal or failure to abide by the terms of probation shall result in suspension from enrollment or from employment for any unexpired balance of the prescribed period of probation. In addition, a person on probation must agree to participation in a drug education and counseling program, at the cost of the offender (currently $100), consent to regular drug testing at his or her cost, and accept such other conditions and restrictions, including a program of community service, as the Chancellor or the Chancellor's designee deems appropriate. This does not preclude criminal action from being initiated.

3. Campus mandatory drug education/counseling must be completed within 40 days of the initial referral; if not, the student must complete an approved off-campus drug education/counseling program at his/her expense BEFORE being permitted to register for future classes, transfer, or graduate. Failure to keep campus drug education/counseling appointments will result in a $25 fee for each missed appointment.
4. For second or other subsequent offenses involving controlled substances, the minimum penalty shall be suspension for a period to be determined on a case-by-case basis; more severe penalties may be imposed, including expulsion of students and discharge of employees. To be readmitted after a suspension, the student (at his/her own expense) must submit documentation of multiple negative drug tests over a period of time.
5. Section 483 of the Federal Higher Education Amendments of 1998 states: "A student who has been convicted of any offense under Federal or State law involving the possession or sale of a controlled substance SHALL NOT BE ELIGIBLE TO RECEIVE ANY GRANT, LOAN, OR WORK ASSISTANCE under this title during the period beginning on the date of such conviction" and lasting for one year, two years, or indefinitely, depending on the offense.

D. Trafficking in Illegal Drugs

1. For the illegal manufacture, sale or delivery, or possession with intent to manufacture, sale or deliver, any controlled substance identified in Schedule I, N.C. General Statutes 90-89 or Schedule II, N.C. General Statutes 90-90 (including, but not limited to, heroin, mescaline, lysergic acid diethylamide, opium, cocaine, amphetamine, methaqualone) any student shall be expelled and any employee shall be discharged.
2. For a first offense involving the illegal manufacture, sale or delivery, or possession with intent to manufacture, sale or deliver, any controlled substance identified in Schedules III through IV, N.C. General Statutes 90-91 through 90-94, (including, but not limited to, marijuana, rohypnol, phenobarbital, codeine) the minimum penalty shall be suspension from enrollment or from employment for a period of at least one semester or its equivalent. For a second offense, any student shall be expelled and any employee shall be discharged.

E. Suspension Pending Final Disposition

A student, faculty member, administrator, or other employee charged with a Drug Policy violation may be suspended from enrollment or employment before initiation or completion of regular disciplinary proceedings if, assuming the truth of the charges, the Chancellor or his designee concludes that the person's continued presence would constitute a clear and immediate danger to the health or welfare of any member of the University community. When a suspension is imposed, an appropriate hearing of the charges against the person suspended shall be held as promptly as possible.

F. Penalties

Students, faculty, and staff are subject to all local, state, and federal laws relating to drug use and possession. Action on the part of the University is based upon its right to carry out its appropriate mission and is not designed to be merely punitive. University action is not dependent upon and does not preclude criminal or civil action in the courts.

Penalties will be imposed by the University in accordance with procedural safeguards applicable to disciplinary actions against students, faculty members, administrators, and other employees, as required by Section 502 D(3) and Section 603 of the University Code; by the Board of Governors policies applicable to other employees exempt from the State Personnel Act; and by regulations of the

State Personnel Commission. Faculty should refer to Section 3-4, "Due Process Before Discharge or The Imposition of Serious Sanctions" and Appendix H in the *Faculty Handbook*. State Personnel Act employees should refer to the *NC Personnel Manual* (located in Human Resources Office), Section 9, "Disciplinary Action, Suspension and Dismissal." Students should refer to the "Student Government Association Constitution" in the *Student Handbook*, Article IV, "The University Hearing and Appeal System."

IV. Annual Report

The Chancellor will submit an annual report to the Board of Trustees and the President of The University of North Carolina.

V. Health Risks of Psychoactive Drugs

All psychoactive drugs (including alcohol) can produce negative health risks associated with long-term chronic use. Some, but not all, related health risks are listed below.

Alcohol: (medically classified as a depressant) Central nervous system depression, impaired judgment, liver damage, malnutrition, pancreatitis, lowered immunities, and severe birth defects in babies whose mothers used alcohol during pregnancy. An overdose may result in a coma and death.

Cocaine: Anxiety, insomnia, paranoia, perforation of the nasal septum, seizures, cardiac arrest.

Depressants: (e.g., Librium, Xanax, Valium) Central nervous system depression, staggering gait, visual disturbances, lethargy, dizziness, and nausea or death.

Hallucinogens: (e.g., LSD, PCP, and hallucinogenic mushrooms) Visual distortions, increased heart rate and blood pressure, psychotic episodes, panic disorders, and flashbacks.

Inhalants: Nausea, headaches and perceptual distortions. Permanent damage to bone marrow, lungs, liver and kidneys and a risk of lung or cardiac arrest with initial or repeated use.

Marijuana: Increased heart rate, lowered body temperature, impaired coordination, appetite stimulation, weakened immune system, increased risk of throat/lung cancer, and speech/memory/learning distortions. Long term use may result in short term memory loss, amotivational syndrome, and reproductive system abnormalities.

Narcotics: (e.g., codeine, heroin, morphine) Shallow breathing, reduced sex drive, apathy, anxiety, mood swings, nausea, and respiratory depression. An overdose may induce a coma, convulsions, respiratory arrest or death.

Rohypnol: (flunitrazepam, commonly called the *date rape* drug) Drowsiness, impaired motor skills, and inability to recall events. Combined with alcohol or other drugs may lead to respiratory depression, aspiration, and death.

Stimulants: (amphetamines) Anxiety, agitation, malnutrition, irregular heartbeat, chronic sleeplessness, and amphetamine psychosis.

PARKING AND VEHICLE REGISTRATION

Each motor vehicle, including two-wheeled vehicles, driven or parked on campus by students, faculty, or staff must be registered with the Cashier's Office and must display a valid parking permit. Fees are established annually and appropriate notification is provided.

North Carolina Senate Bill 627 requires all students to submit proof of motor vehicle insurance prior to purchasing a parking permit. In order to comply with this legislation, students must provide the following: 1) Name of Insurance Company; 2) Policy Number of Insured; and 3) Certification that the insurance meets the minimum needs established by North Carolina: $30,000 for bodily injury to one person, $60,000 for bodily injury to two persons or more, $25,000 for property damage.

All students, faculty, and staff members are subject to traffic rules and regulations. It is each individual's responsibility to obtain a copy of the Traffic Rules and Regulations when registering a vehicle. These regulations are strictly enforced by the campus police. Fines must be paid before any records will be released from the University. Conviction of a violation of the traffic laws while operating a vehicle on campus has the same effect on your driver's license as a conviction for the same offense on the public highways. The speed limit on campus is 20 mph and is enforced.

It is a privilege and not a right for a person to keep or operate a motor vehicle on campus. Each student, faculty, or staff member must agree to comply with the traffic rules and regulations before keeping or operating a vehicle at The University of North Carolina at Pembroke. The University

reserves the right to withdraw motor vehicle privileges from any person at any time.

Parking facilities on campus are limited and on occasions there will not be sufficient parking spaces available to accommodate all vehicles in their respective legal parking zones. In such instances, the driver concerned IS NOT PERMITTED to park in an illegal or restricted zone.

All parking fines are due to be paid within fifteen (15) days of the issuance date, unless they are appealed within those fifteen days. If appealed, payment of assessments will not become due until notification of the Traffic Appeal Board to the person being assessed of its decision not to reverse the citation, at which time payment must be made within fifteen (15) days. Information regarding the Traffic Appeal Board is contained in the *Traffic Rules and Regulations Handbook*.

STUDENT ACTIVITIES AND ORGANIZATIONS

The Student Activities/Chavis University Center is a major component of the Division of Student Affairs serving the university community. The mission of the Student Activities Office is to complement the University's academic curriculum and to enhance the overall educational experiences of students through the development of leadership opportunities, orientation programs and exposure to social, cultural, recreational and governance programs. Through providing a wide range of co-curricular opportunities the department supports the University in its mission to enrich educational experiences of students.

In Student Activities, we recognize the growing need for student leadership training beyond the normal classroom curriculum. As a result of this concern, we have developed the Leadership and Service Opportunities Program (LSOP). The LSOP is a non-credit program offered by the Student Activities Office, which provides an opportunity for students to strengthen their leadership skills in specific areas. The LSOP will encourage all UNCP students to recognize their own leadership potential and take the initiative to develop it. The LSOP also encourages students to participate in community service activities.

The Chavis University Center serves as the hub of campus activities. Located in the center of campus, the Chavis University Center houses offices for Student Activities, Student Government Association, Career Services Center, Counseling and Testing Center, a computer lab, Information Booth/Student Supply Store, one darkroom for the school yearbook staff, cafeteria, Bert's Cafe, game room, student lounges, three conference rooms, a meditation room, and the campus post office boxes.

STUDENT GOVERNMENT

Student Government Association

The purpose of the Student Government Association (SGA) is to represent and safeguard interests of the students. It is basically a political organization providing students with an avenue for actions in matters pertaining to student rights and welfare.

Although discipline is the legal responsibility of the administration, the principle of Student Government is fully supported by the administration and faculty. All students attending UNCP automatically become members of the Student Government Association. Student Government functions through its elected representatives and its sponsor, the Vice Chancellor for Student Affairs. Officers of the Student Government are elected by the student body each spring according to the constitution and bylaws of the organization.

Student Senate

The Legislative Branch of the Student Government Association, the Student Senate, functions as the policy-making body of the SGA. Also, the Senate recommends policies and regulations necessary and proper to promote the general welfare of the student body. The Senate is empowered to schedule the time and place of its meetings, provided that there are regular meetings at least once every two weeks. Composition of the Senate is one representative for every 150 students, based upon the previous September enrollment. The President of the Senate is the Vice President of the Student Government Association.

Campus Activities Board

The Campus Activities Board (CAB) is the student programming organization on campus and receives its funding through the Student Government Association. The CAB Chair is appointed by the SGA President. CAB works cooperatively with the Office of Student Activities to provide entertainment, activities and special events such as comedians, singers, bands, dances, movies, Homecoming Week Activities, Premiere Week and Spring Fling.

ATHLETICS

Intercollegiate Athletics

The University of North Carolina at Pembroke excels in athletics in both men's and women's competition. Recognition is achieved through competition in the Peach Belt Athletic Conference, and the National Collegiate Athletic Association (NCAA Division II). Seven men's sports and seven women's sports give UNC Pembroke recognition at the local, state, and national levels. Men's varsity sports are sponsored in baseball, basketball, cross country, golf, soccer, track, and wrestling while women's sports include basketball, softball, volleyball, cross country, track, tennis, and soccer.

The purposes of the intercollegiate athletic program at The University of North Carolina at Pembroke are to promote the roles of athletics in support of the stated mission of the University and to promote the education and development of students through participation in intercollegiate athletics. Such participation is seen as a direct contributor to "education as a lifelong experience," an experience which enhances and enriches the social and physical lives of students. The athletic program encourages broad student involvement and is committed to protecting and developing the physical and educational welfare of the student-athletes who participate as players as well as the students who participate as spectators.

Student-athletes are expected to strive toward becoming effective, contributing members of society, to be positive role models both on campus and in the university community, and to carry out their academic responsibilities as they follow a normal progression toward meeting requirements for a degree.

The Peach Belt Athletic Conference begins its thirteenth year as an all-sports conference this fall. In 1991, the conference held championships in men's and women's basketball, but now conducts championships in twelve sports. As a conference, the Peach Belt has been very successful at the national level with seven National Championships. UNC Pembroke has been very competitive in the Peach Belt Conference. UNC Pembroke's history is steeped with a very rich tradition, while the University's programs have seen success at the conference level and have advanced to compete at the national level.

Athletic grants-in-aid, as established by the NCAA, are offered in all of UNCP's intercollegiate sports programs for both men and women upon recommendation of the head coach and approval of the Director of Athletics.

Intramurals

The Intramurals Program believes that leisure physical activity and enjoyment are vital to a person's total well-being. Based upon this belief, the intramural program provides a broad and diversified program of recreational sport activities for the University's students, faculty, and staff. The University of North Carolina at Pembroke student has opportunities for participation in over a dozen intramural activities, and if that is not sufficient recreational opportunity, there are also recreational swimming, weight lifting, and fitness activities.

CULTURAL PROGRAMS AND SPECIAL EVENTS

Cultural Programs

There are many opportunities for cultural enrichment at UNCP. The University Theatre produces two mainstage plays each year, plus numerous studio theatre productions. The Givens Performing Arts Center's Broadway and More, Nostalgia Concert, and On Stage for Youth Series provide twelve to eighteen professional touring groups each year. The Distinguished Speaker Series presents four to five nationally recognized personalities each year.

The Department of Music provides a significant number of programs throughout the academic year including the Moore Hall Recital Series, a UNCP Ensemble Series, as well as student and faculty recitals. The Moore Hall Series involves three to four programs each semester featuring solo artists, chamber groups, instrumental and vocal jazz ensembles, and even small operatic/musical theatre productions. These performing artists are known throughout the state, region, and beyond. The Ensemble Series involves an array of varied performances by the Concert Choir, Pembroke Chamber Singers, University Band, University Jazz Choir, University Jazz Ensemble, UNCP Orchestra, Guitar Ensemble, etc. These ensembles are open to all students regardless of major.

Each year the Student Activities staff sponsors "A Taste of Culture," a celebration of UNCP's cultural diversity. This is a program that consists of various displays presented by UNCP students, faculty, and staff which represents their respective cultural backgrounds. Displays often include food items to be sampled, hence the name "A Taste of Culture." Entertainment typically includes Native American dancers, African American dancers, Latin American dancers, Japanese dancers, singers, etc.

Miss UNCP and Mr. and Miss Homecoming

The Miss University of North Carolina at Pembroke Scholarship Pageant is held on campus during each spring semester. It is a precursor to the Miss North Carolina Pageant, in which Miss UNCP competes annually.

Mr. and Miss Homecoming are selected each spring by popular vote and are crowned at halftime during the men's homecoming basketball game. Miss UNCP and Mr. and Miss Homecoming represent the University at various functions, including parades and local pageants.

CLUBS AND ORGANIZATIONS

The UNCP community encourages participation in a variety of campus clubs and organizations. Most departments have clubs for their majors. Other clubs encourage contact among diverse students, including the Native American Student Organization, the African American Student Organization, and the International Student Organization.

Honorary Organizations

Outstanding students at UNC Pembroke may become members of the Alpha Chi National Honor Society and of the following national honor societies: Alpha Phi Sigma (criminal justice), Alpha Psi Omega (drama), Phi Alpha (social work), Phi Alpha Theta (history), Psi Chi (psychology), and Sigma Tau Delta (English).

Co-curricular and Service Activities

The UNCP community encourages students to share their talents by becoming involved in co-curricular activities at the University, which complement the academic programs. Co-curricular activities include APPLE Corps (peer leadership), University Marshals, Student Ambassadors, University Band, Pep Band, Chamber Singers, Concert Choir, Jazz Choir, Jazz Ensemble, Gospel Choir, WNCP-Television, *The Indianhead* (yearbook), *The Pine Needle* (student newspaper), *The Aurochs* (literary magazine), University Theatre, and cheerleaders.

Religious Organizations

UNC Pembroke religious organizations provide opportunities for spiritual enrichment, social activities, and religious service. They seek to integrate spiritual values, intellectual pursuits, and personal development.

Fraternities and Sororities

UNC Pembroke has chapters of several national fraternities and sororities. Inter-Fraternity Council organizations are Alpha Omega Upsilon, Phi Kappa Tau, Pi Lambda Upsilon, and Theta Xi. Representing the National Pan-Hellenic Council are the sororities Alpha Kappa Alpha, Delta Sigma Theta, and Zeta Phi Beta and the fraternities Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, and Phi Beta Sigma. Panhellenic Council sororities include Sigma Sigma Sigma, Theta Kappa, and Zeta Tau Alpha. Hok Nosai Council includes Alpha Pi Omega sorority and Phi Sigma Nu fraternity. Pantheion Council is represented by Gamma Phi Omicron sorority. The Inter-Greek Advisory Board is the governing body of all Greek-letter organizations on the UNCP campus. The Inter-Greek Advisory Board's primary goal is to promote Greek life and its well-being.

Who's Who Among Students in American Universities and Colleges

Students selected for inclusion in this publication are chosen by a joint faculty-student committee and are judged on their total contributions to the University rather than their academic achievements alone.

COLLEGE OF ARTS AND SCIENCES

Dean: Thomas J. Leach

The College of Arts and Sciences is composed of 13 academic departments offering a variety of programs leading to bachelor's degrees, including the Bachelor of Arts, Bachelor of Science, Bachelor of Music, and Bachelor of Social Work. Students interested in any of these programs should consult the department descriptions in this section of the catalog to obtain information about academic requirements for a specific bachelor's degree program.

The RN/BSN program offered by the Southeastern North Carolina Nursing Consortium, a cooperative effort between Fayetteville State University (FSU) and UNCP, is designed for registered nurses who wish to earn the baccalaureate nursing degree. Students interested in this program should consult the Nursing Program section of the catalog.

The College of Arts and Sciences also offers the Master of Public Administration with concentrations in Criminal Justice and Health Administration. Other master's degrees, including the Master of Arts in School Counseling and Service Agency Counseling, Art Education, English Education, Mathematics Education, Science Education, and Social Studies Education, are available through the School of Graduate Studies. Students interested in any of these programs should consult the Graduate Studies section of the catalog to obtain information about academic requirements for a specific master's degree program.

DEPARTMENTS IN THE COLLEGE OF ARTS AND SCIENCES

AMERICAN INDIAN STUDIES 82
Linda E. Oxendine, Chair

ART 86
Janette Hopper, Chair

BIOLOGY 94
Andrew Ash, Chair

CHEMISTRY AND PHYSICS 101
Jose J. D'Arruda, Chair

ENGLISH, THEATRE, AND LANGUAGES 115
Dennis H. Sigmon, Chair

HISTORY 131
Robert W. Brown, Chair

MASS COMMUNICATIONS 142
Jamie Litty, Interim Chair

MATHEMATICS AND COMPUTER SCIENCE 147
William Campbell, Chair

MUSIC 156
George R. Walter, Chair

PHILOSOPHY AND RELIGION 168
Jeffery L. Geller, Chair

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION 174
Robert O. Schneider, Chair

PSYCHOLOGY AND COUNSELING 181
Patrick A. Cabe, Chair

SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE 186
Richard Kania, Chair

AMERICAN INDIAN STUDIES

Chair: Linda Oxendine

John R. Bowman
Manuel Conley
Richard Kania
Stanley Knick
Darrell Jesse Peters
Robert W. Reising
Ralph L. Steeds
Jay Vest

The University of North Carolina at Pembroke was established in 1887 as an institution for Native Americans. Since 1953, it has had a multi-racial student body.

Because of its heritage, the University, through this Department, offers a program to educate students about the rich diversity of American Indian history and culture, to promote research and scholarship concerning American Indian issues, and to prepare students for professional or scholarly careers.

The Department offers a B.A., a minor, and an academic concentration in American Indian Studies. Students are encouraged to select courses that touch on as many different aspects of American Indian history and culture as possible.

BACHELOR OF ARTS IN AMERICAN INDIAN STUDIES

Requirements for a Bachelor of Arts Degree in American Indian Studies	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Major Requirements	36
AIS 110 or 111 (or HST 110 or 111), 213 (or REL 213), 220 (or ENG 220), 360, 395, 405, 427 (or ART 427); Six hours from the following: AIS 302, 324, 325, 340, 388, 401, 402, 425, 450, 455, 460 AIS electives (9 hours)	
Electives	39
	Total: 120

ACADEMIC CONCENTRATION

Academic Concentration in American Indian Studies

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department of American Indian Studies offers an Academic Concentration of 24 hours. Please see the Department Chairperson for details about this concentration. This Academic Concentration is available to other students, regardless of major.

MINOR

Requirements for a Minor in American Indian Studies	Sem. Hrs.
AIS 110 or 111 (or HST 110 or 111) and 18 additional semester hours of AIS courses or their cross-listed equivalents	Total: 21

COURSES

DEPARTMENTAL (AIS)

AIS 201. American Indian Cultures

An introductory survey of American Indian cultural traditions through the study of film, art, oral and written literature, music, and religion. Fall. Credit, 3 semester hours.

AIS 239. American Indian Education

A study of the history of Indian education policy and practice in the United States focusing on traditional tribal methods as well as contemporary federal, state, and tribal programs. As announced. Credit, 3 semester hours.

AIS 302. Workshop in American Indian Studies
A workshop designed especially for elementary and secondary school teachers. Special emphasis will be given to aspects of Indian history, textbooks, and their treatment of the American Indian and contemporary Indian problems. Consideration will also be given to American Indian writers, to Indian culture, and to the changing lifestyle of the people. Topics of special interest will be discussed. General procedure will be determined by the interest and enthusiasm of the groups. As announced. Credit, 3 semester hours.

AIS 325. Indians of the Southeast
A thorough examination of the history, culture, interaction, and present condition of the major tribes of southeastern America. As announced. Credit, 3 semester hours.

AIS 340. American Indians and Film
This course will study a number of films which either focus on or incorporate the American Indian into their stories. Emphasis will be placed on analyzing the image portrayed and the historical perspective presented. As announced. Credit, 3 semester hours.

AIS 360. History and Culture of the Lumbee
A study of the history and culture of the Lumbee Indians, the largest tribal group east of the Mississippi. While the focus will be primarily historical, all facets of Lumbee culture will be treated including the economic, political, and religious structure of the people as well as artistic and literary accomplishments. Spring. Credit, 3 semester hours.

AIS 395. Archaeology in North Carolina
This course approaches archaeology as a way to learn about human beings. Special emphasis will be placed on prehistoric Indian cultures of North Carolina, and especially those of Robeson County. Topics will include: application of archaeology to present day issues; recovering and caring for archaeological materials; stages of Indian prehistory; theoretical and practical issues which face the archaeologist; etc. Weather permitting, some field excursions will be included. Alternate Fall. Credit, 3 semester hours.

AIS 402. Federal Policy and the American Indian
A study of federal Indian policy from the Colonial period to the present. As announced. Credit, 3 semester hours. PREREQ: Permission of the instructor.

AIS 404. Field Methods in Archaeology
In this course students will perfect proper use of field methods and techniques in archaeology. Topics will include site reconnaissance, systematic sampling of surface and sub-surface materials, excavation, and record keeping. As announced. Credit, 3 semester hrs.

AIS 405. Contemporary Issues of American Indians
This seminar-style course examines the principal issues of concern to American Indians in the twentieth century. Both national and local in scope, topics include: politics; economics; treaty relationships with federal and state governments; education; alcohol and substance abuse; the environment; cultural identity and survival; relation with non-Indians; religious freedom; land and water rights; tribal sovereignty; and other contemporary issues as they arise. Alternate Fall. Credit, 3 semester hours.

AIS 425. American Indian Women
This course will examine some of the historical, anthropological, sociological, and literary writings by and/or about American Indian women. As announced. Credit, 3 semester hours.

AIS 455. American Indian Historical Sites
The Historical Sites Study will stress American Indian culture and will include visits to museums, reservations, and historic sites. As announced. Credit, 1-4 semester hours.

AIS 460. American Indian Health
This course examines nutritional, cultural, demographic, and socio-economic aspects of health of American Indians from prehistoric times into the present; these will be evaluated with a view to lessons for

modern Indian health practitioners. Topics also include effects of European contact on Indian health, modern health problems in Indian communities, and traditional Indian medical practices. Alternate Spring. Credit, 3 semester hours. PREREQ: Junior standing or permission of the instructor.

AIS 499. Independent Study in American Indian Studies

Directed reading and research under the guidance of the instructor in a specific area or problem in American Indian Studies. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: Consent of instructor.

AISS 4xx. Special Topics in American Indian Studies

Investigations into selected topics in American Indian studies through the reading of significant books, discussions, and supplementary reports. As announced. Credit, 1-3 semester hours. PREREQ: Permission of the instructor.

ART

AIS 427. North American Indian Art History (ART 427)

A survey course of the range of artistic expression of the North American Indians, from prehistoric to the 20th century. The course will cover paintings, sculpture, types of habitation, crafts, and ceremonial arts. Alternate Spring. Credit, 3 semester hours.

LITERATURE

AIS 220. Native American Literature (ENG 220)

A survey of literature produced by Native Americans. The course will cover fiction and poetry, and close attention will be paid to historical contexts and themes central to the understanding of Native American literature. Authors may include Momaday, Silko, Hogan, Vizenor, Welch, and Erdrich. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

AIS 450. Seminar in Native American Literature (ENG 450)

A study of selected American Indian literature topics. As announced. Credit, 3 semester hours .

HISTORY

AIS 110. History of the American Indian to 1865 (HST 110)

A survey of North American Indian history from arrival in the Western Hemisphere to 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Fall, Spring. Credit, 3 semester hours.

AIS 111. History of the American Indian since 1865 (HST 111)

A survey of North American Indian history since 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Fall, Spring. Credit, 3 semester hours.

AIS 324. Indians of Latin America (HST 385)

A study of the history, culture, and contemporary achievement of the Indians residing south of the Rio Grande. As announced. Credit, 3 semester hours.

RELIGION

AIS 213. American Indian Religious Traditions (REL 213)

This course is designed as an introduction to the contributions that American Indian religious traditions make to the general study of religion. As such it is a survey of the religious traditions and practices of American Indians. Spring. Credit, 3 semester hours.

SOCIOLOGY/SOCIAL WORK

AIS 105. Introduction to Cultural Anthropology (SOC 105)

A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures. Fall. Credit, 3 semester hours.

AIS 388. Native American Populations (SWK 388/SOC 388)

Using a person-in-environment perspective, the social service delivery system is analyzed within the uniqueness of the cultural parameters of different tribal communities. Laws and regulations that affect social service delivery to Native Americans are viewed. Social problems that are common among Native American groups are also emphasized while equipping students with skills, sensitivities, and a knowledge base necessary to practice generalist social work effectively. As announced. Credit, 3 semester hours. PREREQ: SWK 200 is recommended.

ART

Chair: Janette K. Hopper

Tarleton Blackwell**	Ann Horton-Lopez*	John Antoine Labadie
Tulla Lightfoot	Ralph Steeds	Paul Van Zandt

*Art Education Coordinator
**Martha Beach Endowed Chair

The mission of the Art Department is two fold: Contribute a necessary and integral component to the mission of the University by providing opportunities for broad artistic and intellectual development of the University body; and specifically nurture and support the quality education of those who have chosen fine arts as a professional goal either as producing artists or as teachers.

The faculty is committed to excellence in teaching, research, and service to the university and the community, and strives to provide a learning environment which nurtures not only the artistic spirit but the spirit and professionalism of the prospective art teacher as well. The studio-oriented program leads to study at the graduate level or professional employment. The Art Education program leads to teacher licensure in grades K-12. The department strives to provide the faculty with the opportunities, resources, and rewards to achieve excellence in their respective disciplines.

Before graduating from either program, a senior is required to present an acceptable exhibition of his or her work from his or her area of concentration.

BACHELOR OF ARTS IN ART

Requirements for a Bachelor of Arts Degree**	**Sem. hours:**
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
Twenty-seven semester hours of lower level art studios: 101,105,109,111,132,133,140, 230, 250	27
Art Studio Concentration	
ART 102, 232	6
Survey of Art History (ART 208 and 209)	6
Advanced Art History	9
Advanced Studio Concentration: Painting, Ceramics, Printmaking, Sculpture or Computer Graphics	9
Secondary Interest: Painting, Ceramics, Printmaking, Sculpture, Drawing, or Computer Graphics	6
Electives	12
	Total: 120

*Students who plan to major in Art should consult the Department Chair prior to registering for General Education Courses.

**Entry into the BA Art Studio Program is by portfolio review. A student may also enter the program on a conditional basis. When that student has successfully completed 9 semester hours of introductory studio art courses, he/she may be considered for acceptance into the art program as a Major in Studio Art.

BACHELOR OF ARTS IN ART EDUCATION (K-12)

Coordinator: Ann Horton-Lopez

Upon successful completion of the program of study in Art Education and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area	39
ART 101, 105, 109, 111, 132, 133, 140, 230, 250	
Survey of Art History (ART 208 and 209) – 6 hours	
Advanced Studio Concentration – 6 hours	
Professional Studies	13
EDN 302, 310, 350, 419, 430	
Content Pedagogy	21
ART 305, 306, 308, 400	
EDN 449	
General Electives	6
	Total: 124

NOTE: Students who desire teacher licensure in Art Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

ACADEMIC CONCENTRATION:

Requirements for an Academic Concentration in Art

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Art Department offers an Academic Concentration of twenty seven hours. This Academic Concentration is available to other students, regardless of major.

Required twelve Semester Hour Core	12
ART 101, 102, 132, 205	
Art Concentration Electives. Choose five other courses from the following:	
ART 105, 109, 111, 133, 140, 306, 400	15
	Total: 27

MINOR:

Requirements for a Minor in Art

The Minor in Art is designed to offer a fundamental background in Art for the non-Art major. Eighteen semester hours are required.

Required core: ART 101, 105, 111, 132	12
Plus six hours Art Electives (taken after prerequisites if applicable)	6
	Total: 18

COURSES (ART)

ART 101. Elements of Design
A study and application of design principles in creative two-dimensional projects in line, value, color and texture. Fall. Credit, 3 semester hours.

ART 102. Three-Dimensional Design
A study and application of design principles in creative three-dimensional projects in mass and space using various materials. Spring. Credit, 3 semester hours. PREREQ: ART 101.

ART 105. Introduction to Sculpture
A survey course aimed at studying the problems of mass and space in sculpture. Various materials and sculptural techniques will be explored. Fall, Spring. Credit, 3 semester hours.

ART 109. Figure Drawing
A course to introduce the student to the figure as an art form. Various techniques will be explored. Fall. Credit, 3 semester hours.

ART 111. Introduction to Ceramics
Introduction to basic forming and decorating methods of ceramics. The student will study mixture glazes from recipes. Basic firing procedures and ceramic aesthetics will be introduced. Fall, Spring. Credit, 3 semester hours.

ART 132. Introduction to Drawing
A course designed to acquaint the student with the basic principles of media and terminology of drawing. Fall, Spring. Credit, 3 semester hours.

ART 133. Introduction to Painting
An introduction to color, structure, and pictorial organization. Various techniques and group criticism will be implemented. Fall, Spring. Credit, 3 semester hours. PREREQ: Art 101, Art 132.

ART 140. Introduction to Printmaking
A course offering the basic techniques and procedures in printmaking. Studio projects include problems in intaglio, wood cuts, wood engravings, and the collograph. Fall, Spring. Credit, 3 semester hours. PREREQ: Art 101, ART 132.

ART 202. Introduction to Digital Arts
Art 202 is an opportunity, for non-Art majors, for introductory study and activity in various contemporary means of visual communication and design thinking practiced through digital means. The DA 202 curriculum is focused both on digital literacy and on design thinking. As such students will find both computers and working creatively with computers and related technologies co-equal foci of this course. DDA 202 is open to all student and has no prerequisites. As announced. Credit, 3 semester hours.

ART 205. Art Appreciation
A course designed to establish an understanding of art, to develop an appreciation for the relation between art and man, and to study art in a cultural environment. Fall, Spring. Credit, 3 semester hrs.

ART 208. Survey of Art History I
A course designed to focus on the history and development of painting, sculpture, architecture, and related visual arts of major world cultures from the prehistoric to 1400 A.D., including European, American, Asian, African, Islamic, and Pre-Colonial. Fall or Spring. Credit, 3 semester hours.

ART 209. Survey of Art History II
A course designed to focus on the history and development of painting, sculpture, architecture, and related visual arts of major world cultures from the Renaissance to the present, including European, American, Asian, African, Islamic, and Pre-Colonial. Fall or Spring. Credit, 3 semester hours.

ART 230. Digital Arts I
Digital Arts I is an introduction to computing as it pertains to the visual arts and is required of all students majoring in Art at UNCP. As such, this course has been constructed as an overview of, and a structured opportunity for, basic study in computer graphics and digital imaging in the visual arts. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 101, 132.

ART 232. Intermediate Drawing
Intermediate study in drawing as complete art form. Further exploration of drawing techniques using drawing assignments and student developed conceptually focused projects which may include experimental approaches. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 132.

ART 250. Communication Design
An introduction to applied lettering, layout, illustration, typography, and general graphic design. Spring. Credit, 3 semester hours. PREREQ: ART 101.

ART 251. Information Graphics Design
A study course involving procedures and technical applications in the graphic design field. Computer graphics is explored as a major information source. Fall. Credit, 3 semester hours. PREREQ: ART 250.

ART 256. Web Design
Art 256 Web Design focuses on contemporary methods of webpage and online graphics design. In this course students will work toward an effective understanding and utilization of interfaced-based applications for the construction and development of web-based media. PREREQ: ART 230 or ART 200 As announced. Credit, 3 semester hours.

ART 300. Digital Arts II
ART 300, Digital Arts II, is an opportunity for further inquiry into the digital arts in general and the technologies of still and sequenced imagery acquisition, manipulation, and output in particular. Projects and assignments emphasize an introductory through intermediate levels of difficulty in various aspects of these forms of digital image making and build on concepts introduced in DA 1. Instruction in the use(s) of both hardware and software is emphasized with a particular focus on digital darkroom tools and techniques, digital video editing and file archiving. In terms of assignments, both individual and small group assignments can be expected. As to time in the studios, optimally, DA 2 students should expect to spend additional time in the digital studio beyond that already scheduled for the course. As announced. PREREQ: ART 230. Credit, 3 semester hours.

ART 305. Art Education in Grades K-6
This course focuses on the creative abilities of the elementary school child. The course will explore the graphic abilities of the child, the philosophy of sequential learning, and various production techniques and processes appropriate for elementary school. In addition to creating and executing production lesson plans, students will learn to discuss exemplary works of art with the elementary student. Fall, Spring. Credit, 3 semester hours.

ART 306. Art Education in Grades 7-12
This course focuses on the creative abilities of students in grades 7 through 12. The course will explore various processes and techniques appropriate for upper level students, different styles of learning (including those of students with special needs), and techniques of classroom maintenance and management. Fall, Spring. Credit, 3 semester hours.

ART 308. Art Education Field Experience
This course provides the art education major with an early field experience teaching art in a variety of educational settings. The student will develop curricula, unit plans, and lesson plans that respond to the unique features of the learning environment. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 305, 306.

ART 310. Non-Western Art History
An in-depth examination of the art and architecture of a selected Non-Western cultures to include Native American Arts of North and South America, Asia, Africa. As announced. Credit, 3 semester hours.

ART 315. Advanced Sculpture I
A study and application of three-dimensional principles and techniques used to formulate a creative expression. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 105.

ART 316. Advanced Sculpture II
Advanced study in sculpture devoted to developing skills, techniques, and exploration of new materials. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 315.

ART 320. Advanced Drawing
Advanced study in drawing as a complete art form. Special attention will be given to the further development of conceptual approaches and contemporary trends in drawing. The student will develop and explore personal self-generated project ideas in whatever drawing format that is considered appropriate for the project. Fall, Spring. Credit, 3 semester hrs. PREREQ: ART 232.

ART 330. Digital Arts III
ART 330, Digital Arts III, is an opportunity for more advanced study in digital arts in general and more specifically in the areas of digital scanning and digital printing. Studio projects and other assignments emphasize intermediate and higher level assignments which are relatively more complex and difficult than DA 1 and DA 2 work and build on the instruction and experiences gained from those courses. Instruction in the various creative use(s) of both hardware and software is emphasized with a particular focus on original digital image-making and computer-based printing. In terms of assignments both individual and small group assignments can be expected. Optimally, DA 3 students should expect to spend additional time in the digital studio beyond that already scheduled for the course. Digital Arts students are encouraged to spend as much constructive time as possible in exploring the possibilities offered by this studio. PREREQ: ART 300. As announced. Credit, 3 semester hours.

ART 331. Advanced Painting I
A course designed to broaden perceptive awareness in the areas of composition, space, and color theory. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 132, 133.

ART 332. Advanced Painting II
Continued development of painting skills with the emphasis on sustained media exploration. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 331.

ART 341. Advanced Ceramics I
A studio course in which wheel-thrown pottery is emphasized. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 111.

ART 342. Advanced Ceramics II
An advanced study of problems in the production of sets and formulation of original glazes. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 341.

ART 350. Advanced Printmaking I
Advanced study in the intaglio and relief printmaking processes and the introduction of screen printing techniques. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 140.

ART 351. Advanced Printmaking II
Advanced study in intaglio, relief, or screen printing printmaking processes and the introduction of the lithographic printing processes and techniques. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 350.

ART 360. Problems Seminar I*
Credit is obtained by successful fulfillment of a contractual agreement between the student, supervision faculty and Department Chair. As announced. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 361. Problems Seminar II*
A course designed to afford the talented student the opportunity to explore in depth an area of study not traditionally emphasized in the art curriculum. Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chair. As announced. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 380. Media Integration (MCM 380, MUS 380)
Media Integration is a cooperative, cross-listed course taught by the faculty from Art, Music and Mass Communications departments. The purpose of this course is to offer an interdisciplinary, team-taught curriculum that integrates digital video, audio, animation, and graphics in a student centered studio environment. As announced. Credit 3 semester hours.

ART 400. Art Education Curriculum
Through a study of the historical developments in the field of art education, the art education major will come to understand the current discipline based approach to curriculum development in the visual arts. A goal is the integration of the domains of art production, art history, aesthetics, and art criticism into sequential units and lessons, reflecting cultural diversity of the population being served. Spring. Credit, 3 semester hours. PREREQ: ART 305, 306, 308.

ART 407, 408. Art Supervision
Restricted to the advanced major who is supervising only in his area of concentration or secondary interest and has junior or senior standing. Designed for advanced art majors to obtain experience in directing beginning students in studio techniques. As announced. Credit, 3 semester hours

ART 409. Advanced Printmaking III
Advanced study in the lithographic printing processes and further study in intaglio, relief, and screen printing processes and techniques. Fall, Spring. Credit, 3 semester hours PREREQ: ART 351.

ART 410. Advanced Printmaking IV
Advanced study in any of the four basic printmaking processes with special focus on experimental and multi-media printmaking processes and techniques. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 409.

ART 415. Advanced Sculpture III
Advanced study devoted to developing advanced aesthetics and independent motivation in sculpture. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 316.

ART 416. Advanced Sculpture IV
A course in sculpture devoted to developing the student's creative expression in sculpture according to his or her own talents and experiences. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 415.

ART 421. Ancient and Medieval Art History
A survey of architecture, sculpture, painting and other arts from prehistoric times to the Italian Renaissance. Alternate Fall or Spring. Credit, 3 semester hours.

ART 422. Renaissance Art
A survey of the art of Northern Europe and Italy during the fifteenth and sixteenth centuries. Alternate Fall or Spring. Credit, 3 semester hours.

ART 423. Modern Art History
A study of the artists and art schools that evolved in Europe during the 19th century. Alternate Fall or Spring. Credit, 3 semester hours.

ART 424. Contemporary Art History
A study of the artists, theories, and art schools that evolved in Europe in the 20th century. Alternate Fall or Spring. Credit, 3 semester hours.

ART 425. European Art History, 1600-1800
A survey of European painting, architecture, and sculpture including the Baroque, Rococo, Neo-classic, and Romantic periods. Alternate Fall, Spring. Credit, 3 semester hours.

ART 426. Art History of the United States
A study of U.S. painting, architecture, and sculpture from Colonial times to the present, with an emphasis on 20th century art. Alternate Spring or Fall. Credit, 3 semester hours.

ART 427. North American Indian Art History (AIS 427)
A survey course of the range of artistic expression of the North American Indians, from prehistoric to the 20th century. The course will cover paintings, sculpture, types of habitation, crafts, and ceremonial arts. Alternate Spring. Credit, 3 semester hours.

ART 430. Digital Arts IV
Digital Arts IV, Advanced Digital Studio, is an opportunity for more tightly focused and sophisticated inquiry into digital arts and related domains of study (digital printing, aesthetics, current legal and technological issues) which builds on digital arts student's previous involvements in this studio domain. Projects emphasize advanced and often highly individualized problems in various areas of digital art and related domains. DA 4 students can expect assignments which focus on bringing digital images into printed form as well as studio investigations of digital image-making for online display, virtual gallery display and web exhibitions. Emphasis is placed on the development of a visual description of each student's personal aesthetic in the form of a portfolio of printed and digital images. Moreover, students are prepared to enter juried competitions at the regional and national levels. PREREQ: ART 330. As announced. Credit. 3 semester hours.

ART 435. Advanced Painting III
An exploration of the various manners and approaches to creative painting and their relationship to the individual's experience. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 332.

ART 436. Advanced Painting IV
A course for the student's personal development of individual expression in painting. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 435.

ART 441. Advanced Ceramics III
An advanced studio in which both wheel-thrown and hand-constructed ceramic forms are emphasized. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 342.

ART 442. Advanced Ceramics IV*
The assignment of creative ceramic problems in line with individual student interests and needs. Fall, Spring. Credit, 3 semester hours. PREREQ: ART 441.

ART 458. Media Integration Production (MCM 458, MUS 458)
This course is an opportunity for further interdisciplinary study in MI. Projects and assignments emphasize the production of digital content for multimedia projects. Products will be from the areas of still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Students will have intensive hands-on experience in each area, resulting in an understanding of the techniques and concepts involved in the design and implementation of multimedia projects. Both individual and group assignments can be expected. Credit, 3 semester hours. PREREQ: ART/MCM/MUS 380

ART 460. Problems Seminar III*
Approval of Department Chair. Credit is obtained by successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chair. As announced. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 461. Problems Seminar IV*
A course designed to afford the talented student the opportunity to explore in-depth an area of study not traditionally emphasized in the art curriculum. Credit is obtained by a successful fulfillment of a contractual agreement between the student, supervising faculty, and Department Chair. As announced. Credit, 3 semester hours. PREREQ: Approval of Department Chair.

ART 480. Projects in Media Integration (MCM 480, MUS 480)
This course is an opportunity for advanced interdisciplinary study in MI. Assignments emphasize the design and integration of digital content for multimedia projects. Students will propose and prototype a project and participate in the team development of a final project. Students will also be assigned roles in the creative decision-making and work involved in proposals under development and/or consideration in the UNCP Media Integration Project. Students' products will be expected to relate to the three essential aspects of the University mission—teaching, research, and service—and have the potential to serve as professional examples for student portfolios. Credit, 3 semester hours. PREREQ: ART/MCM/MUS 458

ART 499. Independent Study in Art
Prerequisites: Introductory course in chosen area and approval of Department Chair. Directed reading, research, and problem solving in the student's major or secondary area of interest. This course is designed to fulfill individual and specific needs of art majors in their particular area of advanced study. Fall, Spring. Credit, 1-3 semester hours.

ARTS 1xx. Special Topics in Art History
Study of a specific genre or topic in Art History: its characteristics and significance as both a cultural product and a form of artistic expression. Title and topic will vary from year to year. As announced. Credit, 3 semester hours.

ARTS 3xx. Special Topics in Art History
Study of a specific genre or topic in Art History: its characteristics and significance as both a cultural product and a form of artistic expression. Title and topic will vary from year to year. As announced. Credit, 3 semester hours.

**Problems seminars allow further study after successful completion of at least three advanced courses of concentrated study.*

GRADUATE COURSES

For information about courses leading to a Master's degree in Art Education, see the Graduate Studies section of this catalog.

BIOLOGY

Chair: Andrew N. Ash

Sue Bowden*
Karen Jones
Harold D. Maxwell
Marilu Santos
David D. Zeigler
W. Bruce Ezell, Jr.
Bonnie A. Kelley
Maria Pereira
Peter Wish
Leon Jernigan
Lisa Kelly
Robert E. Poage
Velinda Woriax

*Biology Education Coordinator

Adjunct Faculty for Medical Technology Program:
McLeod Regional Medical Center: Vicki T. Anderson, Medical Technology Program Director; Vera C. Hyman, Medical Director

The objectives of the Biology Department are to afford students an opportunity to gain an understanding of themselves and their environment and thus prepare themselves for taking a fuller, more satisfying role in society; to train students in their ability to reason inductively and deductively; to encourage original thought; to prepare teachers in the biological sciences for the elementary and secondary school; and to provide a background in subject matter and laboratory skills for curricula in which the fundamentals of the various sciences are used.

The department offers the following programs leading to the Bachelor of Science degree in Biology with indicated concentration or licensure. Students should consult the department head for details of each program.

Biology (with concentrations in **Botany, Zoology, Molecular Biology,** or **Environmental Biology** possible)
Biology with Teacher Licensure (approved by NSTA)
Biology — Medical Technology Program
Biology — Biomedical Emphasis

Also available is a B.S. degree program with Teacher Licensure in Science Education with a concentration in Biology.

BACHELOR OF SCIENCE IN BIOLOGY

Requirements for a Bachelor of Science Degree in Biology	Sem. Hrs.
Core of Required Courses (below), including General Education	82-83
MAT 215	4
Electives	33-34
	Total: 120

CORE OF REQUIRED COURSES (for all degree programs in biology)	Sem. Hrs.
Freshman Seminar	1
General Education Requirements *	44
Required Biology Courses: BIO 100, 100L, 101, 102, 304, 371, 472	24
Biology Concentration (see below): choose one	11-12
Botany Concentration; Zoology Concentration; Molecular Biology Concentration; Environmental Biology Concentration; or No Concentration (any biology course except those for non-majors)	
Chemistry Requirements: 130, 131, 110, 111	8
Mathematics Requirements: 107, 210 (in addition, MAT 215 is required for many programs; MAT 221 and 222 also satisfy Mathematics Requirement.)	6
	Core Total*: 82-83

*12 semester hours of Natural Sciences and Mathematics count toward General Education and toward major requirements. *Additional requirements apply to specific programs.*

Biology Concentrations (choose one to meet Concentration Requirement in the Core)

Botany Concentration (11-12 sem hr): Three of the following:
BIO 231, 232, 305, 340, 354

Environmental Biology Concentration (11-12 sem hr): Three or four of the following:
BIO 231, 301, 305, 308, 340, 410, 432

Molecular Biology Concentration (11-12 sem hr): Three of the following:
BIO 314, 315, 322, 323, 354, 461

Zoology Concentration (11-12 sem hr): Three of these, with 1 or more from each area
Invertebrate Area: BIO 301, 310, 319; Vertebrate Area: BIO 203, 205, 461

BACHELOR OF SCIENCE IN BIOLOGY EDUCATION (9-12)

Coordinator: Sue Bowden

Upon successful completion of the program of study in Biology Education and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(33)*
Specialty Area (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	62-63
BIO 100 & 100L, 101, 102, 304, 371, 422, 472	
Biology Electives 11-12 hours	
CHM 130 & 110, 131 & 111, 250	
MAT 107, 210	
PHY 150	
GLY 115	
Professional Studies	13
EDN 302, 308, 350, 419, 430	
Content Pedagogy	15
SCE 300, 301, 400	
CSC 405	
EDN 448	
General Electives	4-5
	Total: 128

NOTE: Students who desire teacher licensure in Biology Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BIOLOGY: MEDICAL TECHNOLOGY

Requirements for a Bachelor of Science Degree in Biology with Emphasis in Medical Technology (See Health Professions Programs for a description of this program.)	Sem. Hrs.
Core of Required Courses (above), except BIO 304 and BIO Electives	67
BIO 212, 315 (in lieu of BIO Electives)	8
CHM 250, 251	8
CSC 100	3
Electives	4
Clinical Work in Approved Hospital	30
	Total: 120

Fourth Year: Clinical Training in approved Program at McLeod Regional Medical Center–30 hours.

BIOLOGY: BIOMEDICAL EMPHASIS

Requirements for a Bachelor of Science Degree in Biology with Biomedical Emphasis (See Health Professions Programs for a description of this program.)	Sem. Hrs.
Core of Required Courses (above), except BIO Electives	71
BIO 211, 212, 315, 461 (in lieu of BIO Electives)	16
CHM 226, 227, 250,251, 311, 312	20
PHY 150, 151, 156, 157	8
MAT 215	4
Electives	1
	Total: 120

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12)

Coordinator: Sue Bowden

Upon successful completion of the program of study in Science Education and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(33)*
Specialty Area—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	
Biology Concentration:	67
BIO 100 & 100L, 101. 102, 304, 371, 422. 472	
Guided Electives in Biology - 6 hours	
MAT 107, 215	
CHM 130 & 110, 131 & 111, 250	
GLY 115 & 115L, 125 & 125L	
PHY 150 & 156, 151 & 157	
Chemistry Concentration:	67
See Chemistry and Physics Dept. for listing of course requirements.	
Earth Science Concentration:	67
See Chemistry and Physics Dept. for listing of course requirements.	
Physics Concentration:	67
See Chemistry and Physics Dept. for listing of course requirements.	
Professional Studies	13
EDN 302, 308, 350, 419, 430	
Content Pedagogy	15
SCE 300, 301, 400	
CSC 405	
EDN 448	
General Electives (as taken within area of concentration above)	0
	Biology Concentration Total: 128
	Chemistry Concentration Total: 128
	Earth Science Concentration Total: 128
	Physics Concentration Total: 128

NOTE: Students who desire teacher licensure in Science Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

LICENSURE IN SCIENCE FOR MIDDLE GRADES EDUCATION (6-9)

Students majoring in Middle Grades Education (6-9) are required to complete two teaching concentrations and an academic concentration. For a detailed description of the program of study in Middle Grades Education, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Requirements for Licensure in Science for a B.S. in Middle Grades Education (6-9) Sem. Hrs.

PHS 110, 108, 109 or PHY 150, 151, 156, 157; BIO 100, 100L, 103;
CHM 130 & 110; GLY 115, 115L; SCE 300, 350

Total: 24

ACADEMIC CONCENTRATION IN BIOLOGY

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Biology Department offers an Academic Concentration of 26 hours. This Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Biology:

BIO 100, 100L, 101, 102, 103, 210,
BIO 371 (or an approved upper-level biology course with a laboratory)
CHM 130, 110

Total: 26

COURSES (BIO)

BIO 100. Principles of Biology

An introduction to modern and classical biology concepts. Fall, Spring. Three lectures weekly. Credit, 3 semester hours.

BIO 100L. Laboratory Investigations and Experiences in General Biology

Introductory laboratory experiments in which basic principles of biology will be investigated. Fall, Spring. Credit, 1 semester hour. PREREQ: Enrollment in or credit for Biology 100.

BIO 101. General Botany

Introductory plant science with emphasis on morphology and physiology of the seed plants and a survey of representative types from the plant kingdom. A prerequisite to all other courses in botany. Fall, Spring. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours. PREREQ: BIO 100.

BIO 102. General Zoology

Introductory coverage of the animal kingdom with emphasis on vertebrate systems, classification & survey of the animal phyla, and coverage of cellular respiration. Laboratory time will be spent on histology, anatomy, and a survey of phyla. A prerequisite to all other zoology courses. Fall, Spring. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours. PREREQ: BIO 100.

BIO 103. Basic Human Biology

An elementary study of the human body in health and disease. This course relates fundamental knowledge about human anatomy and physiology to current issues. Questions such as how do birth control pills work? and what causes cancer? will be explored. Does not fulfill a BIO elective. Fall, Spring. Three lectures weekly. Credit, 3 semester hours.

BIO 203. Vertebrate Zoology

The biology of the major groups of vertebrate animals with emphasis on general structural and physiological plans and diversity. Spring of odd-numbered years. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours. PREREQ: BIO 100, 102.

BIO 205. Animal Behavior (PSY 204)
A survey of the functional and complexity categories of behavior with emphasis in the animal kingdom. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, consciousness and others. Three one-hour lectures and one two-hour laboratory per week. Laboratory time will consist of a mix of demonstrations, experiments, and films. Spring of odd-numbered years. Credit, 4 semester hours. PREREQ: BIO 100, 102.

BIO 210. Environmental Biology
A study of environmental science emphasizing the impact that an increasing human population has on the biosphere. The course deals specifically with the demands placed by humans on natural resources and the resulting acceleration of environmental deterioration, human attitudes toward the environment, and techniques and policies by which resources could be intelligently managed. Does not fulfill a BIO elective. Fall, Spring. Three lectures weekly. Credit, 3 semester hours.

BIO 211, 212. Human Anatomy and Physiology
A course covering the structure and function of the human body. Appropriate physiological exercises and dissections of a mammal are performed concurrently in the laboratory. Fall, Spring. Three lectures and a two-hour laboratory weekly. Credit, 4 semester hours each.PREREQ: BIO 100.

BIO 231. Morphology of the Non-Vascular Plants
A comprehensive survey of the algae, fungi, and bryophytes dealing with structure, form, and reproduction. Spring of even-numbered years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours. PREREQ: BIO 100, 101.

BIO 232. Morphology of the Vascular Plants
A continuation of Biology 231, a survey of the plant kingdom with emphasis on selected types of vascular plants. Spring of odd-numbered years. Three lectures and one two-hour laboratory weekly. Credit, 4 semester hours. PREREQ: BIO 100, 101.

BIO 301. Entomology
An introduction to the study of insects which emphasizes the classification, morphology, physiology, ecology, behavior, and importance of insects. Approximately one week will be devoted to spiders. A small collection with identification is required. Three lectures and a two-hour laboratory weekly. As Announced. Credit, 4 semester hours. PREREQ: BIO 100, 102.

BIO 304. Principles of Ecology
An analysis of the interactions of organisms with each other and the physical environment. Ecological process is examined at individual, community, and ecosystem levels. The basic kinds of ecosystems are surveyed. Three lectures and a three-hour laboratory weekly. Fall, Spring. Credit, 4 semester hours. PREREQ: BIO 100.

BIO 305. Introductory Mycology
An introduction to the fungi, with emphasis upon taxonomy and physiology, including some reference to their economic importance. Special emphasis will be given to those that are animal or plant pathogens. As Announced. Two lectures and a two-hour laboratory period weekly. Credit, 3 sem. hrs. PREREQ: BIO 100, 101.

BIO 308. Field Biology
An introduction to the theory and practice of field biology, with emphasis placed on the study of higher plants and animals. Topics covered will include collection of data in the field, monitoring the physical environment, basic taxonomy, census techniques, physiological and population ecology, statistical analysis, and mathematical modeling. Fall of even-numbered years. Three lectures and one two-hour laboratory weekly. Credit, 4 semester hours. PREREQ: BIO 100.

BIO 310. Invertebrate Zoology
A survey of the major invertebrate phyla emphasizing classification, morphology, natural history, evolution, and behavior. At least one Saturday coastal field trip is required. Fall of odd-numbered years. Credit, 4 semester hours. PREREQ: BIO 100, 102.

BIO 315. Microbiology
The biology of bacteria, fungi, algae, protozoa, and viruses, with special reference to bacteria. Microbial diseases, immunity and the role of microorganisms in human affairs are also emphasized. Three lectures and a two-hour laboratory weekly. Fall, Spring. Credit, 4 semester hours.PREREQ: BIO 100.

BIO 319. Animal Parasitology
An introduction to the biology of parasites emphasizing classification, morphology, life history, pathology, treatment, ecology and evolution. Three lectures and a two-hour laboratory weekly. Spring of even-numbered years. Credit, 4 semester hours.PREREQ: BIO 100, 102.

BIO 322. Biotechnology I
Biotechnology I is a laboratory-oriented course with a lecture and laboratory component. Its purpose is to familiarize students with the modern techniques of biotechnology to encourage their interest in graduate research and careers in this area. The course is open to Biology and Chemistry majors. Fall As Announced. Credit, 4 semester hours. PREREQ: BIO 100.

BIO 323. Biotechnology II
A laboratory-oriented course to familiarize students with more advanced techniques in molecular, developmental, and cell biology. The lecture portion of the course will cover concepts on which the techniques are based along with current and future applications. Students will gain experience with tissue and cell cultures along with various whole organism models. Three lectures and a two-hour lab weekly. Spring as announced. Credit, 4 semester hours. PREREQ: BIO 100.

BIO 340. Plant Systematics
An introduction to systematic botany and plant community ecology. The course emphasizes identification of the local flora as well as the recognition and characteristics of plant communities found in North Carolina. Spring of even-numbered years. Three lectures and a two hour lab weekly. Credit, 4 semester hours. PREREQ: BIO 100, 101.

BIO 354. Plant Physiology
A study of the physiological activities in plants such as water relations, metabolism, plant growth hormones, as well as growth, development, and environmental adaptations. Fall of even-numbered years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours. PREREQ: BIO 100, 101.

BIO 370. Science Communication and Research Methods
A review of the current literature in a variety of biomedical journals. The format for presentation of material and the research methods employed will be examined. Designed so that students can obtain an understanding of how research is done and how it is reported. Credit, 1 semester hour. PREREQ: BIO 100, Consent of Instructor.

BIO 371. Cell Biology
A study of cellular ultrastructure, molecular organization, and physiology. Fall, Spring. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours. PREREQ: BIO 100, CHM 130, 131. Required; CHM 250, 251 Recommended.

BIO 410. Marine Biology
A survey of the common organisms associated with topical marine habitats. Emphasis will be on fish, invertebrates, algae, and birds. Coverage will include discussions of the coral reef and mangrove communities, ocean currents, and physical and geological factors. The course includes one week of on-campus study followed by one week of field and lab work at the Bermuda Biological Station for Research. There are additional costs involved in the Bermuda trip. Summer, As Announced. Credit, 3 semester hours. PREREQ: BIO 100.

BIO 422. Evolution
An introduction to and analysis of the concepts of organic evolution, mutation, adaptation, selection, competition, and origin of species are considered. Fall. Three lectures weekly. Credit, 3 sem.hrs. PREREQ: BIO 100.

BIO 431. Biometrics
This course covers the nature of the scientific method, hypothesis formulation, experimental protocols, and hypothesis testing. An emphasis is placed on the concepts of experimental design in biological systems, and on current methods of standard data analysis. During the semester, students will design a research project, collect data, analyze this data in an appropriate way, and write a research paper that conforms to standards of current biological journals. The course is recommended for students planning a research career in biology. Student understanding of basic statistics, and familiarity with microcomputer data bases and word processing programs are assumed. As Announced. Three lectures weekly and an independent research paper. Credit, 4 semester hours. PREREQ: BIO 100.

BIO 432.Conservation Biology
The science of conserving the Earth's biodiversity. This course will examine mankind's impact on species, populations, and habitats. The role of government and the private sector in conservation will be discussed. Emphasis will be placed on defining the problems and identifying scientific solutions, based on ecological principles and case studies. Three lectures and a two-hour laboratory period weekly. As announced. Credit, 4 semester hours. PREREQ: BIO 100.

BIO 461. Animal Physiology
Physiological principles study as they occur throughout the animal kingdom with special emphasis on mammals. A detailed study of the mechanisms involved in the maintenance of the homeostatic condition. Spring of even-numbered years. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours. PREREQ: BIO 100, 102; CHM 250, 251; and BIO 371 recommended.

BIO 472. Principles of Genetics
An introduction to the basic principles of heredity and molecular genetics. General aspects of human genetics are included. Fall, Spring. Three lectures and a two-hour laboratory period weekly. Credit, 4 semester hours. PREREQ: BIO 100, CHM 100, MAT 107.

BIO 495. Biomedical Seminar
A seminar series in which current biomedical research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. Fall, Spring. Credit, 1 semester hour per semester with a limit of 4 hours. PREREQ: BIO 100, Consent of Instructor.

BIO 499. Research in Biology
Restriction: Senior biology majors with a quality point average of 3.0 in the major. Designed to provide the student with experience in the analysis and solution of problems in the areas of his/her major interests. The problems will be presented to the biology faculty in written form. Fall, Spring. Credit, 1 to 3 semester hours per semester with a limit of 6 hours. PREREQ: Consent of the instructor and approval of the research proposal by a committee composed of biology faculty.

BIOS 3xx. Special Topics in Biology
A course designed to meet the unusual needs of individuals in special programs such as the Science Institute for school teachers and those working toward licensure. The specific contents and credit for the course will be determined by the needs of the students and is subject to departmental approval. As Announced. Credit, 1-4 semester hours. PREREQ: BIO 100.

CHEMISTRY AND PHYSICS

Chair: Jose J. D'Arruda*

Suellen Cabe
Martin Farley
Sivanadane Mandjiny
Timothy M. Ritter
Meredith L. Storms
Thomas A. Dooling
Paul A. Flowers
Mark McClure
Thomas E. Ross
Harold J. Teague
Dennis J. Edgell**
Leonard D. Holmes
John E. Reissner
Felicia Scott

* Pre-Engineering Coordinator
**Geography/Geology Coordinator

Adjunct Faculty for Medical Technology Program:
McLeod Regional Medical Center: Vicki T. Anderson, Medical Technology Program Director, Vera C. Hyman, Medical Director

The Chemistry and Physics Department offers a Bachelor of Science Degree with a major in Chemistry, and a Bachelor of Science degree in Applied Physics. The Chemistry program is approved by the American Chemical Society and offers concentrations in the following areas: (1) Professional Concentration (2) Molecular Biotechnology (3) Pre-Health Professions (4) Medical Technology (5) Forensic Chemistry. Students who have completed the programs have been successful at entering professional schools, gaining employment in government and industry, as well as pursuing graduate studies in chemistry.

The Chemistry and Physics Department also offers a pre-engineering program. This two-year program prepares students for entry into an engineering program at North Carolina A & T State University, North Carolina State University, and the University of North Carolina at Charlotte.

The curriculum in Geology and Geography is designed to fulfill multiple needs of the student. Courses in Geography can be used to meet General Education requirements in Social and Behavioral Sciences. Courses in Geology can be used to meet General Education requirements in Natural Sciences and Mathematics. Geography and Geology courses provide the scientific foundation for the investigation and understanding of the physical and cultural environments of the Earth, and their interactions. Geology courses are also used to meet requirements in the science education, biology education, and middle school science education programs. Geography and Geology both offer Minors and Academic Concentrations. No major is offered in either discipline.

Course offerings in the interdepartmental Bachelor of Science Degree program in Science Education with concentrations in Chemistry, Earth Science, and Physics are also offered through the Chemistry and Physics Department. The Department also cooperates with the Education Department in coordinating a science concentration of the B.S. in Middle Grades Education (6-9).

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Chemistry and Physics Department offers Academic Concentrations in Geology, Geography, and Physics.

BACHELOR OF SCIENCE IN APPLIED PHYSICS

Requirements for a Bachelor of Science Degree in Applied Physics	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
PHY 200, 201, 206, 207, 218, 256, 300, 320, 326, 356, 420, 499	32
CHM 110, 111, 130, 131	8
CSC 205	3
MAT 221, 222, 315, 316, 322	18
Electives	18
	Total: 124

BACHELOR OF SCIENCE IN CHEMISTRY

Requirements for a Bachelor of Science Degree in Chemistry	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements*	
CHM 110, 111, 130, 131, 226, 227, 250, 251, 298, 410, 427	33
PHY 150, 151, 156, 157 or PHY 200, 201, 206, 207	8
MAT 107, 108, (or equivalent 109), 221, 222	14
BIO 100	3
Electives	31
	Total: 122

PROFESSIONAL CONCENTRATION

Requirements for a Bachelor of Science Degree in Chemistry: Professional Concentration	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements*	
CHM 130, 131, 110, 111, 226, 227, 250, 251, 298, 311, 312, 399, 410, 411, 426, 427	49
PHY 200, 201, 206, 207	8
MAT 109, 221, 222	12
Electives	20
	Total: 122

MOLECULAR BIOTECHNOLOGY

Requirements for a Bachelor of Science Degree in Chemistry: Molecular Biotechnology	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements*	
CHM 110, 111, 130, 131, 226, 227, 250, 251, 298, 311, 312, 321, 331, 351, 399, 410, [427]**	49
PHY 120, 150, 151, 156, 157, 341	13
MAT 107, 210, 215	10
BIO 100, 315, [322, 371]**	15
	Total: 122

BIOMEDICAL CONCENTRATION

Requirements for a Bachelor of Science Degree in Chemistry: Pre-Health Professions (See Health Professions Programs for a description of this program.)	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements*	
CHM 110, 111, 130, 131, 226, 227, 250, 251, 298, 311, 331	32
PHY 150, 151, 156, 157	8
MAT 107, 210, 215	10
BIO 100&L, 102, 211, 212, 315, 371, 472	28
Electives (CHM 410 Strongly Recommended)	11
	Total: 122

*Students who plan a major in Chemistry should request an advisor in the Chemistry and Physics Department and consult with that advisor before registering for General Education courses. Twelve hours of General Education courses are listed separately above as specific required courses.

**Electives

MEDICAL TECHNOLOGY

Requirements for a Bachelor of Science Degree in Chemistry:	Sem. Hrs.
Medical Technology (See Health Professions Programs for a description of this program.)	
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	
CHM 110, 111, 130, 131, 226, 227, 250, 251, 311, 312	28
MAT 107, 210	6
BIO 100&L, 102,315, 371	16
*CSC 100 and Electives	4
Clinical Training in Approved Hospital Program (30 semester hours)	30
	Total:120

*Students electing to apply to McLeod Regional Medical Center must take Introduction to Computer Science and one additional elective hour

FORENSIC CHEMISTRY

Requirements for a Bachelor of Science Degree in Chemistry:	Sem. Hrs.
Forensic Chemistry	
Freshman Seminar	1
General Education Requirements*	44
Major Requirements*	
BIO 100 & Lab	4
CHM 110, 111, 130, 131, 226, 227, 250, 251, 298, 311, 312, 321, 322, 410, 420, 427	45
CRJ 200, 210, 300, 315	12
PHY 150, 151, 156, 157, 200, 201, 206, 207	8
MAT 107 and 108 (or 109). 221, 222	14 (12)
Electives (CHM 480 strongly recommended)	6 (8)
	Total: 122

*Students who plan a major in Chemistry should request an advisor in the Chemistry and Physics Department and consult with that advisor before registering for General Education courses. Twelve hours of General Education courses are listed separately above as specific required courses.

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12)

Coordinator: Sue Bowden

Upon successful completion of the program of study in Science Education and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(33)*
Specialty Area—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	
Biology Concentration:	67
See Biology Dept. for listing of course requirements.	
Chemistry Concentration:	67
CHM 130 & 110, 131 & 111, 226, 227, 250, 251, 298, 311, 312	
Guided Electives in Chemistry - 4 hours	
MAT 221, 222	
BIO 100 & 100L; 101 or 102	
GLY 115 & 115L, 125 & 125L	
PHY 150 & 156, 151 & 157	
Guided Electives – 2 hours	

Earth Science Concentration: 67
GLY 100 & 100L or 115 & 115L; 125 & 125L, 226, 246, 262, 310, 325
select two: GLY 366; 425; 450
Guided Electives in Earth Science– 3 hours
PHS 156
MAT 109
CHM 130 & 110, 131 & 111, 250
BIO 100 & BIO 100L; 101 or 102
PHY 150 & 156, 151 & 157

Physics Concentration: 67
PHS 116, 150, 151. 206. 207, 218, 256, 300, 320, 326, 448
Guided Electives – 6 hours
MAT 221, 222, 322
BIO 100 & 100L; 101 or 102
GLY 115 & 115L
CHM 130 & 110, 131 & 111
PHS 156

Professional Studies 13
EDN 302, 308, 350, 419, 430

Content Pedagogy 15
SCE 300, 301, 400
CSC 405
EDN 448

General Electives (as taken within area of concentration above) 0

Biology Concentration Total: 128
Chemistry Concentration Total: 128
Earth Science Concentration Total: 128
Physics Concentration Total: 128

NOTE: Students who desire teacher licensure in Science Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

LICENSURE IN SCIENCE FOR MIDDLE GRADES EDUCATION (6-9)

Students majoring in Middle Grades Education (6-9) are required to complete two teaching concentrations and an academic concentration. For a detailed description of the program of study in Middle Grades Education, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Requirements for Licensure in Science for a B.S. in Middle Grades Education (6-9) **Sem. Hrs.**
PHS 110, 108, 109 or PHY 150, 151, 156, 157; BIO 100, 100L, 103;
CHM 130 & 110; GLY 115, 115L; SCE 300, 350

Total: 24

ACADEMIC CONCENTRATIONS

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department offers several Academic Concentration options of 24-26 hours each. An Academic Concentration is available to other students, regardless of major.

Required Courses for an Academic Concentration in Physics **Sem. Hours**
PHY 150, 156, 151, 157, 218, 256, 300, 320, 326, 448

Total: 24

Required Courses for Academic Concentration in Geography

GGY 102 and 250
Choose 3 courses from the following: GGY 115, 200, 206, 246, 262
Choose 3 courses from the following: GGY 329, 372, 401, 450; GLY 366

Total: 24-25

Required Courses for an Academic Concentration in Geology

GLY 100 & 100L or GLY 115 & 115L; GLY 125 & 125L
Choose 6 courses from the following: GLY 226, 246, 250, 262, 310, 325, 366, 425, 450

Total: 26

MINORS

Requirements for a Minor in Physics:

A minor in Physics is available to all undergraduates and requires the following: PHY 200, 201, 206, 207, and 10 additional hours in Physics selected from the course above the 100 level. The Chemistry and Physics Department has Co-op programs available. For more information, see Chemistry and Physics Department Chair.

Required Courses for a Minor in Geography

GGY 102 and GGY 250
Choose 2 courses from the following: GGY 115, 200, 206, 226 , 246, 262
Choose 2 courses from the following: GGY 329, 372, 377, 401, 450

Total: 18-19

Required Courses for a Minor in Geology

GLY 100 & 100L or GLY 115 & 115L; GLY 125 & 125L
Choose 4 courses from the following: GLY 226, 246, 250, 262, 310, 325, 366, 425, 450

Total: 20

PRE-ENGINEERING PROGRAM

Pre-Engineering Program

The Department of Chemistry and Physics is able to offer a pre-engineering program to selected students. Students selected into this program complete two years of a prescribed program at UNC Pembroke. Upon successful completion of this program, these students can transfer into their junior year at one of the engineering schools mentioned below.

Admission to the program is through a formal interview with the Committee on Pre-engineering. Requests for interviews can be made any time with the departmental secretary. Additional information may be obtained from the chair of the Chemistry and Physics Department.

This two-year program prepares students for entry into an engineering program at North Carolina A & T University, North Carolina State University, and the University of North Carolina at Charlotte. However, completion of the UNCP program does not guarantee acceptance into the engineering school at one of these institutions. The student must also satisfy admission requirements for transfer students, and these usually include an acceptable grade point average. Thus, a student should know the admission requirements of the school he or she expects to attend.

Requirements for the Pre-Engineering Program	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	18
Major Requirements	
CHM 110, 111, 130, 131	8
PHY 200, 201, 206, 207	8
MAT 221, 222, 316, 322	15
CSC 155, 205	6
EGR 200, 201, 205	8
	Total: 64

COURSES

CHEMISTRY (CHM)

CHM 110. General Chemistry Laboratory I

Laboratory exercises correlated with topics of Chemistry 130. Fall, Spring. Credit, 1 semester hour. *Note: Laboratory is required for presentation of General Chemistry as a professional requirement or prerequisite.*

CHM 111. General Chemistry Laboratory II

Laboratory exercises correlated with topics of Chemistry 131. Fall, Spring. Credit, 1 semester hour. *Note: Laboratory is required for presentation of General Chemistry as a professional requirement or prerequisite.*

CHM 112. Chemistry for Health Sciences Laboratory I

Laboratory exercises correlated with topics of Chemistry 140. Fall. Credit, 1 semester hour. PREREQ: Enrollment in or completion of 140.

CHM 113. Chemistry for Health Sciences Laboratory II

Laboratory exercises correlated with topics of Chemistry 141. Spring. Credit, 1 semester hour. PREREQ: Enrollment in or completion of 141.

CHM 130. General Chemistry I

Composition, structure, and properties of matter, including stoichiometry, atomic and molecular structure and theory, chemical periodicity, and equilibrium. Fall, Spring. Credit, 3 semester hours.

CHM 131. General Chemistry II

Chemical reactivity, including properties of solutions, kinetics and equilibrium, acids and bases, and electrochemistry. Basic chemical principles applied to organic, inorganic, and nuclear systems. Fall, Spring. Credit, 3 semester hours. PREREQ: Chemistry 130.

CHM 140. Chemistry for Health Sciences I

A broad survey of general chemistry topics relevant to the allied health fields, including composition, structure and properties of matter, equilibrium, and acids and bases. This course is intended for students interested in allied health specializations and may not serve as a prerequisite for upper level chemistry courses. Fall. Credit, 3 semester hours.

CHM 141. Chemistry for Health Sciences II

A broad survey of organic and biochemical topics relevant to the allied health fields, including compound classes, major reactions, and metabolism. This course is intended for students interested in allied health specializations and may not serve as prerequisite for upper level chemistry courses. Spring. Credit, 3 semester hours. PREREQ: CHM 140.

CHM 226. Elementary Inorganic Chemistry

Fundamental principles of inorganic chemistry, including coordination and nuclear chemistry, will be examined through a study of the descriptive chemistry of metallic and nonmetallic elements. Laboratories will involve the preparation and characterization of technologically important chemical substances. Fall/Spring. Credit, 4 semester hours. PREREQ: CHM 131.

CHM 227. Analytical Chemistry

The principles and techniques of classical and simple instrumental methods of chemical analysis will be examined with an emphasis on quality assurance and method validation concepts. Laboratories will involve the use of these analytical techniques in the determination of substances in a variety of sample matrices. Fall. Credit, 4 semester hours. PREREQ: CHM 131.

CHM 230. Basic Environmental Chemistry

An introduction to chemical processes of the earth's lithosphere, hydrosphere and atmosphere, with an emphasis on environmental problems associated with human activity. As announced. Credit, 3 semester hours. PREREQ: CHM 131

CHM 250, 251. Organic Chemistry I and II
The aliphatic and aromatic carbon compounds with special emphasis on structure, major reactions, and reaction mechanisms. A laboratory is included. Fall, Spring. Credit, 4 semester hours each. PREREQ: CHM 131 is prerequisite for CHM 250; CHM 250 is prerequisite for CHM 251.

CHM 298. Scientific Literature
Introduction to methodology of researching topics in the chemical literature. Fall, Spring. Credit, 1 semester hour. PREREQ: CHM 250.

CHM 311. Biochemistry
A study of the chemical constitution of living matter and the biochemical build-up and breakdown of molecules in living organisms. As announced. Credit, 3 semester hours. PREREQ: One semester of Organic Chemistry.

CHM 312. Experimental Methods in Biochemistry
A student laboratory which deals with the experimental methods used in biochemistry. As announced. Credit, 1 semester hour. PREREQ: Enrollment in, or completion of, CHM 311.

CHM 321. Biochemistry II
A continuation and more thorough treatment of biochemical principles considered in CHM 311. Topics include: (1) enzyme mechanisms (2) bioenergetics and metabolism (3) biological membranes (4) regulation of gene expression. As announced. Credit, 3 semester hours. PREREQ: CHM 311.

CHM 324. DNA Analysis Laboratory
A student laboratory involving experiments focused on the isolation, manipulation, and analysis of DNA from various sources. As announced. Credit, 1 semester hour. PREREQ: Enrollment in, or completion of, CHM 321.

CHM 331. Bioanalytical Chemistry
A laboratory intensive course examining fundamental and practical aspects of analytical methods for the separation and analysis of biological compounds and macromolecules. As announced. Credit, 4 semester hours. PREREQ: CHM 227.

CHM 351. Bioprocessing
A laboratory intensive course designed to train students in selected aspects of fermentation for the production of biochemicals and macromolecules. Students will learn theory and practical application for important techniques in projects related to fermentation and bioconversion. As announced. Credit, 3 semester hours. PREREQ: BIO 315 or BIO 371 and CHM 311.

CHM 352. Organic Chemistry III
A study of organic chemistry emphasizing the major spectroscopic methods, including NMR, IR, UV/Visible, and MASS SPEC, and how data from these sources are used to determine the molecular structure of organic compounds. Laboratory projects are included. As announced. Credit, 3 semester hours. PREREQ: Consent of instructor and must be registered in either CHM 399 or CHM 499 for 1-3 semester hours.

CHM 361. Bioseparations Technology
A laboratory intensive course designed to train students in selected aspects of the separation and downstream processing of biomolecules. The specific objectives include the application of: (1) product recovery methods, (2) product purification technology to biomanufacturing. The technologies will be explored in view of bench scale, pilot and commercial scale processes. As announced. Credit, 3 semester hours. PREREQ: CHM 251

CHM 399. Research in Chemistry
This course involves student research on projects supervised by departmental faculty. Both laboratory and library work are typically included, and a formal report of results is required upon completion of the project. Fall, Spring. Credit, 1-3 semester hours. May be repeated for a maximum of 6 semester hours. PREREQ: Consent of Department Chair.

CHM 410,411. Physical Chemistry
A theoretical and mathematical treatment of the fundamental laws and theories underlying the science of chemistry. Included is a student laboratory which deals with experimental methods used in physical chemistry. As announced. Credit, 4 semester hours each. PREREQ: MAT 221, MAT 222, PHY 150, and PHY 200 is recommended

CHM 420. Forensic Chemistry
An examination of chemical theories and practices related to the analysis of physical evidence in criminal investigations. Three one-hour lectures and one three-hour laboratory meeting weekly. As announced. Credit, 4 semester hours. PREREQ: CHM 227 and 311.

CHM 426. Advanced Inorganic Chemistry
The bonding, structure, and reactions of inorganic substances will be explored through applications of appropriate physico-chemical theories. Laboratory projects are included which employ a variety of instrumental methods to examine thermodynamic and kinetic properties of inorganic systems. As announced. 4 semester hours. PREREQ: CHM 226, CHM 410.

CHM 427. Instrumental Analysis
Advanced topics related to instrumental methods of chemical analysis will be examined. Laboratory projects will focus on the finer points of data acquisition, analysis, and evaluation. Spring. Credit, 4 semester hours. PREREQ: CHM 227, CHM 410; PHY 151/157 or PHY 201/207.

CHM 480. Internship in Chemistry
Experiential learning through work with an external agency. Internships are arranged on an individual basis and must involve chemistry-related work and supervision by both the agency's staff and a University faculty member. An internship application must be approved by the Department Chair prior to registration. Academic credit will be awarded at a maximum rate of 1 semester hour for each 40 clock hours of work with the agency. Fall, Spring, Summer. Credit, 1-4 semester hours. PREREQ: 24 semester hours of CHM course work and consent of the Department Chair.

CHM 499. Independent Study in Chemistry
Individual study in advanced areas of chemistry. Offered for chemistry majors only. Fall, Spring. Credit, 1 to 3 semester hours. PREREQ: Consent of Department Chair.

CHMS 44x. Special Topics in Chemistry
Advanced class study in selected areas of chemistry. As announced. Credit, 1-3 semester hours. PREREQ: Consent of the Instructor.

CHMS 49x. Seminar
A seminar series in which current research projects are presented and discussed. Most seminars will be presented by visiting scientists recruited from research laboratories in industry and universities. Fall/Spring. Credit, 1 hour per semester; may be repeated for up to 4 semester hours. PREREQ: Consent of instructor.

ENGINEERING (EGR)

EGR 200. Engineering Statics
The study of engineering statics using vector calculus. Basic concepts, forces, and equilibrium analysis, distributed forces, centroids, moments of inertia, virtual work, applications to machines, structures, and systems. An announced. Credit, 3 semester hours. PREREQ OR COREQ: PHY 200, MAT 221.

EGR 201. Engineering Dynamics
The study of engineering dynamics using vector calculus. Equations of motion, kinematics, kinetics of mass points and systems of mass points, kinetics, and kinematics of rigid bodies. As announced. Credit, 3 semester hours. PREREQ: EGR 200.

EGR 205. Engineering Graphics
Introduction to graphical representation and engineering drawing. Instrument and freehand drawing of structures and machine parts, including isometric, oblique, and perspective drawings, sectional and auxiliary views, and orthographic projections. (Laboratory) Fall/Spring. Credit, 2 semester hrs.

GEOGRAPHY (GGY)

GGY 101. Principles of Geography
The study of the earth's physical and human geography from a spatial perspective. Techniques and methodology to study interactions between human activities and the physical environment are emphasized. Fall and Spring. Credit, 3 semester hours.

GGY 102. World Regional Geography
Survey of most countries and regions of the world. An examination of cultures, economies, and physical characteristics as they relate to regional development and contemporary problems in world affairs. Presents an overview of the multicultural earth. Fall and Spring. Credit, 3 semester hours.

GGY 115. Earth Science (GLY 115)
The same course as GLY 115. Spring, Fall. Credit, 3 semester hours.

GGY 115L. Earth Science Laboratory (GLY 115L)
The same course as GLY 115L. Spring. Credit, 1 semester hour.

GGY 200. Cultural Geography
Concept of culture applied to the human environment. Geographical variations and evolution resulting from interaction between cultural and physical processes. Culture and technological change. Population and migration. Cultural effects on perception of the environment. Spring. Credit, 3 semester hours.

GGY 206. Economic Geography (ECN 206)
Geographic analysis of the location, development and distribution of major industries, resources, agricultural products, and economic services. Study of economic development problems and prospects. Fall and Spring. Credit 3 semester hours.

GGY 246. Weather and Climate (GLY 246)
Study of atmospheric elements and controls, weather analysis and forecasting, and air pollution issues. Also includes a survey of world climate regions and applications of climate data. As Announced. Credit, 3 semester hours.

GGY 250. Introduction to Cartography
Concepts and skills of map use and interpretation. Cartographic techniques and conventions for production of thematic maps. Basic concepts of geographic information systems and remote sensing. Spring. Credit, 3 semester hours.

GGY 262. Environmental Geology (GLY 262)
The same course as GLY 262. Fall, odd years. Credit, 3 semester hours.

GGY 329. Society and the Environment (SOC 329)
A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical resources is stressed. Fall, odd years. Credit, 3 semester hours.

GGY 372. North America
Analysis of physical and cultural bases of North American geographic patterns. Emphasis upon natural conditions, settlement patterns, and regional structure. As Announced. Credit, 3 semester hours.

GGY 377. Geography of American Indians
An historical and cultural geography of American Indians from the time of European contact. Will focus upon population dynamics, settlement, patterns, economic development, land use, and physical resources. Spring, even numbered years. Credit, 3 semester hours. PREREQ: GGY 101 or GGY 102.

GGY 401. Internship in Geography
Practical experience with a planning agency through an arranged internship. Supervision is provided by a designated official of the agency and by a member of the department faculty. As Announced. Credit, 4 semester hours. PREREQ: Permission of instructor.

GGYS 4xx. Special Topics in Geography
This course will focus on a topic of general interest and explore it in depth. The topic will be announced in the schedule of classes. Possible topics include regional areas, such as Sub-Saharan Africa, or specialized fields such as Quantitative methods in Climatology, or Geographic Information Systems. The course may be repeated for a maximum of 6 semester hours. As Announced. Credit, 3 semester hours. PREREQ: GGY 102 or permission of instructor.

GEOLOGY (GLY)

GLY 100. Physical Geology
Introduction to earth materials and processes. Topics include minerals and rocks, weathering, landscape formation by streams, glaciers and ocean waves, study of volcanoes, earthquakes and plate tectonics. As Announced. Credit, 3 semester hours.

GLY 100L. Physical Geology Laboratory
Study of common minerals and rocks; use of topographic and geologic maps. As Announced. Credit, 1 semester hour. PREREQ: Current enrollment in or completion of GLY 100.

GLY 115. Earth Science (GGY 115)
Includes topics in geology, oceanography, meteorology and astronomy. Minerals and rocks, volcanoes, earthquakes; ocean tides and currents, shoreline processes; atmospheric pressure, wind, precipitation, weather patterns; sky observation, solar system. Fall, Spring. Credit, 3 semester hrs.

GLY 115L. Earth Science Laboratory (GGY 115L)
Study of common minerals and rocks, topographic maps, climate classification, weather processes. Spring. Credit, 1 semester hour. PREREQ: Current enrollment in or completion of GLY 115.

GLY 125. Earth History
Geologic history of the earth as recorded in the rock record. Topics include geologic time, evolution of the atmosphere, continents and oceans, fossils, and the development of life through time. Spring. Credit, 3 semester hours. PREREQ: GLY 100 or GLY 115.

GLY 125L. Earth History Laboratory
Study of animal and plant fossils, environments of deposition, geologic maps. Spring. Credit, 1 semester hour. PREREQ: Current enrollment in or completion of GLY 125.

GLY 226. Oceanography
Ocean circulation, properties of ocean water, waves and tides, and processes of shoreline erosion and deposition. The relationship between marine processes and human use of coastal areas will be emphasized. As announced. Credit, 3 semester hours. PREREQ: GLY 100 or GLY 115.

GLY 246. Weather and Climate (GGY 246)
The same course as Geography 246. As Announced. Credit, 3 semester hours.

GLY 262. Environmental Geology (GGY 262)
Aspects of geology related to problems arising from intensive use of the earth by modern society. The use of earth materials, energy resources and groundwater will be considered along with land use planning. As announced. Credit, 3 semester hours. PREREQ: GLY 100 or GLY 115.

GLY 310. Minerals and Rocks
Study of minerals and rocks with an emphasis on origins, classification and identification. As announced. Credit, 3 semester hours. PREREQ: GLY 100 or GLY 115.

GLY 325. Paleontology
Study of fossil invertebrates, vertebrates and plants with emphasis on evolutionary trends. As announced. Credit, 3 semester hours. PREREQ: GLY 100 or GLY 115 & BIO 100.

GLY 366. Geomorphology
Advanced study of land forms-fluvial, solution, glacial, marine, eolian, volcanic, and structural. History of geomorphic theories and regional land forms will also be covered. As announced. Credit, 3 semester hours. PREREQ: GLY 100 or GLY 115.

GLY 425. Stratigraphy and Sedimentology
Study of environments of deposition of sediments and stratigraphic principles including facies and correlation. Classic examples from the geologic record will be used. As announced. Credit, 3 semester hours. PREREQ: GLY 125.

GLYS 4xx. Special Topics in Geology
This course will focus on a topic of general interest and explore it in depth. The topic will be announced in the schedule of classes. Possible topics include dinosaurs, natural disasters, etc. The course may be repeated for a maximum of 6 semester hours. As Announced. Credit, 3 semester hours. PREREQ: GLY 115.

PHYSICAL SCIENCE (PHS)

PHS 108, 109. Physical Science Laboratory I and II
Laboratory activities designed to parallel and reinforce the concepts presented in PHS 110 and 111. Fall/Spring. Credit. 1 semester hour each. PREREQ: Enrollment in or completion of PHS 110 or equivalent.

PHS 110, 111. Physical Science I and II
Intended for the nonscience major, these courses serve as an introduction to fundamental concepts in chemistry and physics. Fall/Spring. Credit. 3 semester hours each. PREREQ: None for PHS 110; PHS 110 or equivalent for PHS 111.

PHS 116. Exploring Man's Energy Choices
A survey of the evolution of the energy crisis. The various energy alternatives are considered with regard to the technological, environmental, and economic problems associated with each. Fall. Credit, 3 semester hours.

PHS 156. Astronomy
A study of all matter and energy in the universe, emphasizing the concentration of this matter and energy in evolving bodies such as planets, stars, and galaxies. Topics include the sun, solar systems, stars, black holes, pulsars, supernova and quasars. Fall, Spring. Credit, 3 semester hours.

PHS 157. Astronomy Laboratory
Astronomical observations and principles of experimentation, includes knowledge of the sky and its motions, optics, star and galaxy properties both with real physical experiments and computer simulations. Hands-on laboratory, usually held in the evenings so the heavens can be observed on clear nights. This course is often taken simultaneously with Astronomy 156. Fall, Spring. Credit, 1 semester hour. PREREQ: enrollment in or completion of PHS 156.

PHS 246. Weather and Climate
The same course as Geography 246. Fall, odd years. Credit, 3 semester hours.

PHYSICS (PHY)

PHY 100. Elementary Physics I
In an essentially descriptive fashion this course described the nature of: motion and its causes, energy, momentum, theory of relativity, heat and temperature, pressure, sound, and others. As announced. Credit, 3 semester hours.

PHY 101. Elementary Physics II
In the fashion of PHY 101, this course describes the nature of electricity and magnetism, light and optical devices, and the atom (what we now know and what we believe we can't know). As announced. Credit, 3 semester hours. PREREQ: It is helpful (but not required) to have taken PHY 100 as background for this course.

PHY 120. Science and Computing
A broad survey of topics related to the role computers play in science. No special knowledge is required of the student as the course is meant as an introduction to anyone interested in how computers are used in the field of science. Topics will include design and function of the PC, data collection and analysis, the Internet, Fortran programming, and basic word processing. As announced. Credit, 2 semester hours.

PHY 150, 151. College Physics I, II
A treatment of the subject matter of general physics (listed, in part, under 100, 101) at a level of thoroughness expected in such curricula as pre-med, biochemistry, etc. (for pre-engineering or physics curricula see PHY 200, 201). Fall, Spring. Credit, 3 semester hours each. PREREQ: for PHY 150, MAT 107 or equivalent; for PHY 151, completion of PHY 150.

PHY 156, 157. College Physics Lab I, II
A student laboratory to complement and reinforce the physical relationships discussed in the lecture classes. Fall, Spring. Credit, 1 semester hr. each. PREREQ: for PHY 156, enrollment in or completion of PHY 100 or 150; for PHY 157, enrollment in or completion of PHY 101 or 151.

PHY 200. University Physics I
A study of Classical Newtonian mechanics with an emphasis on Newton's three laws of motion. This calculus based course describes the nature of motion, forces, energy, momentum, collisions, rotation, gravitation, sound, and heat. A beginning course expected in such curricula as pre-engineering, physics, etc. As announced. Credit, 3 semester hours. PREREQ OR COREQ: MAT 221.

PHY 201. University Physics II
A calculus based study of electricity, magnetism, optics, relativity, quantum and nuclear physics. A beginning course expected in such curricula as pre-engineering, physics, etc. As announced. Credit, 3 semester hours. PREREQ: PHY 200.

PHY 206. University Physics Laboratory I
A student laboratory to complement and reinforce the physical relationships discussed in the University Physics lecture classes. Fall, Spring. Credit, 1 semester hour each. PREREQ: Enrollment in or completion of PHY 200.

PHY 207. University Physics Laboratory II
A student laboratory to complement and reinforce the physical relationships discussed in the University Physics lecture classes. Fall, Spring. Credit, 1 semester hour each. PREREQ: Enrollment in or completion of PHY 201.

PHY 218. Optics
Optical instruments such as cameras, telescopes, and many more are discussed. Their uses, limitations, and how they work are all included. Experimentation comprises half of the course. As announced. Credit, 3 semester hours. PREREQ: PHY 101, 151, or 201.

PHY 221. Hardware and Software Concepts
Introductory class exploring the role of computers in contemporary physics. Topics of discussion include hardware architecture, basic concepts in programming, and the application of existing software to classical problems. As announced. Credit, 3 semester hours. PREREQ: CSC 205, PHY 200.

PHY 256. Modern Physics
A survey of the physics of the 20th century. The fundamental ideas of the theory of relativity and quantum mechanics via the anomalies that led to their formulation. As announced. Credit, 3 semester hours. PREREQ: PHY 101, 151, or 201.

PHY 288. Methods of Computational Science
An overview of the methods common to computational science. Topics to include numerical differentiation and integration, Monte Carlo techniques, and how to use higher level programs, e.g. Maple, Mathematica, or Gaussian. Students will also be introduced to computing on a supercomputer with projects to be completed via the North Carolina Super Computer Center (NCSC). As announced. Credit, 3 semester hours. PREREQ: PHY 221.

PHY 300. Classical Mechanics
Mechanics of particles and system of particles. Solution of problems in Newtonian Mechanics, one dimensional motion, linear, damped, and driven oscillations; two particle collisions, introduction to Lagrangian and Hamiltonian Dynamics. Central force motion. As announced. Credit, 3 semester hours. PREREQ: PHY 200.

PHY 320, 321. Electricity and Magnetism
Electrostatics, magnetic and electric fields, capacitance, inductance, electric machinery and meters. As announced. Credit, 3 semester hours each. PREREQ: PHY 101, 151, or 201 and working knowledge of calculus for PHY 320; PHY 320 for 321.

PHY 326. Heat and Temperature
Heat and its effects. heat engines and their limitations. The concepts of entropy and other facets of thermodynamics. As announced. Credit, 3 semester hours. PREREQ: PHY 100, 150, or 200 and a working knowledge of calculus.

PHY 336. Mathematical Physics
Three dimensional vector and tensor calculus. Green's and Stoke's theorems. Vector spaces, linear independence, orthogonality. Hermitian and unitary operators. Eigenvalues and eigenvectors of operators, functions spaces as vector spaces, and elements of the theory of distributions. As announced. Credit, 3 semester hours. PREREQ: A working knowledge of calculus.

PHY 341. Biophysics
Physics applied to biological phenomena, particularly from the point of view of molecular systems and processes. As announced. Credit, 3 semester hours. PREREQ: Two semesters of physics, a semester of biology and organic chemistry.

PHY 356. Modern Electronics
An introduction to Analog and Digital Electronics. Problems and techniques of interfacing with laboratory instruments and computers. Spring. Credit, 3 semester hours. PREREQ: PHY 115 or 151 or 201 or equivalent.

PHY 388. Advanced Computational Physics
A project driven course in which the student will use various computational approaches to solve standard and/or modern problems in physics. Techniques will include C++ programming, Fortran programming, and advanced applications of software packages such as Maple, Mathematica, or Gaussian. As announced. Credit, 3 semester hours. PREREQ: PHY 288.

PHY 390. Computational Research in Physics
Requirements for this course include the completion of one or more computationally oriented research projects. Topics will be chosen from current interest across the broad spectrum of contemporary physics. As announced. Credit, 3 semester hours. PREREQ: PHY 388.

PHY 400. Quantum Mechanics
Generalized eigenvalue problems, angular momentum, spin, the hydrogen atom, and perturbation theory with selected applications from atomic, solid state, and nuclear physics. As announced. Credit, 3 semester hours. PREREQ: PHY 201.

PHY 420/421. Advanced Laboratory I & II
Modern physics experiments available from several areas. Choices include: atomic physics, NMR, nuclear physics, radio astronomy, optics and spectroscopy. As announced. Credit, 3 semester hours. PREREQ: Consent of Instructor.

PHY 499. Independent Study
Independent study with departmental faculty member. As announced. Credit, 1-3 semester hours. PREREQ: Consent of Department Chair and Instructor.

PHYS 4xx. Special Topics
Individual study either of subject matter in existing courses (in more depth) or of subjects for which there is no present formal course. As announced. Credit, 1-3 semester hours. PREREQ: PHY 101, 151, or 201; MAT 222.

SCIENCE EDUCATION (SCE)

SCE 300. Early Experiences for Prospective Science Teachers
An introduction to the teaching of science for prospective secondary science teachers. A minimum of 16 clock hours of directed classroom observations and planned participation in actual classroom settings and 8 clock hours of seminar class instruction in the teaching area. Fall, Spring. Credit, 1 semester hour.

SCE 301. Practicum for Secondary Science Teachers
Two two-hour laboratories per week, practical experiences in setting up laboratories in the life and physical sciences. The student will be assigned to members of the participating science departments as laboratory assistants. Fall, Spring. Credit, 2 semester hours. PREREQ: SCE 300 and at least 16 semester hours of science in area of concentration.

SCE 350. The Teaching of Science in the Middle Grades (6-9)
Purposes, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials appropriate for teaching science in the middle grades. Fall, Spring. Credit, 3 semester hours. PREREQ: Junior Standing

SCE 400. Teaching Science in the Secondary School
Purpose, methods, materials, and evaluation procedures in the life and physical sciences; preparation of teaching plans and materials. Spring. Credit, 3 semester hours. PREREQ: SCE 300, 301, and admission to Professional Semester.

SCE 550. Science in the Middle School (6-9)
A study of subject matter, materials, and methods for teaching science in the middle school. Credit, 3 semester hours.

ENGLISH, THEATRE, AND LANGUAGES

Chair: Dennis H. Sigmon

Nancy W. Barrineau
Mark Canada
Kimberly K. Gunter[3]
Karen Helgeson
Chester I. Jordan[4]
Jonathan Lewis
Jennifer Morgan
Darrell Jesse Peters
Melissa Schaub
Gary Tremblay
Richard R. Vela

Monika Brown
Susan Cannata
Anita R. Guynn
Deana Johnson
Roger Ladd
Virginia K. McClanahan
Frank Myers
Enrique Porrúa
Shelby D. Stephenson[9]
David Underwood
Liliana E. Wendorff[8]

Amanda Calvin[5]
Jose Orlando Gomez
Holden Hansen
Virginia Pompei Jones[6]
Thomas J. Leach[1]
Emiko Mizunuma
Sara Oswald
Robert W. Reising
Sandra M. Stratil[2]
Patricia D. Valenti[7]

[1]Dean of the College of Arts and Sciences
[2]Director of College Opportunity Program
[3]Director of Composition
[4]Director of Theatre
[5]Director of University Writing Center
[6]Coordinator of Undergraduate English Education
[7]Coordinator of Graduate English Education
[8]Coordinator of Spanish
[9]Editor of *Pembroke Magazine*

The Department of English, Theatre, and Languages of The University of North Carolina at Pembroke exists for the common good of its students, of the campus community, and of a rational and humane society. The Department offers distinctive, realistically conceived, and well-executed programs for (1) the English major; (2) the student seeking North Carolina Teacher Licensure in English, grades 9-12 (program approved by NCTE), or ESL Add-On Licensure; (3) the Theatre major; (4) the General Education student, served by a strong Composition program and a wide choice of courses; (5) the Foreign Language student (French, Spanish, German, and Italian); (6) the Education major seeking an academic concentration in English or Spanish; (7) the student majoring in another subject who wishes to develop a minor in an area of English, Theatre, and Languages or simply to choose an elective or two; and (8) the in-service teacher, or college graduate with a background in English or a related discipline, seeking post-graduate work in English Education. The Department recognizes that each program has a distinctive philosophy and specific objectives, which are made clear to students involved in each program.

The Department office offers information about advisement and screening procedures for English majors, teacher licensure candidates in English, and Theatre majors. Also available is information about academic concentrations in English and Spanish and minors in French, Spanish, Language, Literature, Speech, Theatre, and Writing. These are offered to all students enrolled at the University.

Pembroke Magazine, housed in the Department of English, Theatre, and Languages and founded in 1969 by the late Norman Macleod while he was at UNC Pembroke, focuses on North Carolina, national, and international writers. It publishes both beginning and established writers.

The University Theatre, a performance program housed in the Givens Performing Arts Center, provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

The English, Theatre, and Languages Department recommends that all of its majors study a foreign language throughout their college careers; six semester hours (or equivalent competency) are required.

A grade of C (2.0) in both ENG 105 (Composition I) and ENG 106 (Composition II) is prerequisite to all literature and language courses at the 200 level and above except for THE 250 (Introduction to Theatre). All full-time students enroll in Composition I during their first semester of full-time study and continue consecutively thereafter until they successfully complete both ENG 105 and ENG 106.

ENGLISH

Requirements for a Bachelor of Arts Degree in English	Sem. Hrs.
Freshman Seminar	1
General Education Program*	44
Required Courses: ENG 304; ENG 205 or 206; ENG 223 or 224; ENG 247 or 248; ENG 457; ENGS 4xx (numbers vary); SPE 200 or 201; competency in a foreign language at the 132 course level**	21-27
Additional Required Course Work—Six courses from those listed below: ENG 201 or 202 or 204 or 208 or 209 or 210 or 220; ENG 332; ENG 333; ENG 334; ENG 335; ENG 342; ENG 343; ENG 346; ENG 354; ENG 356; ENG 366; ENG 370; ENG 371; ENG 374 or 375; ENG 402; ENG 423, 424; ENG 481 or 483 or 485	18
General Electives*	32-38
	Total: 122

*Students planning to major in English should consult with the department chair prior to registering for General Education courses. Students planning to seek a teaching license for secondary English Education should meet immediately with the coordinator for English Education to help plan their program. Up to 38 elective hours are available to students who take General Education courses that meet program requirements. Students planning to seek a teaching license for secondary English Education must use 32 elective hours to meet program requirements below.

**The foreign language requirement may be met by completing 131 and 132, by testing into and completing 132 only, or by testing out of both 131 and 132.

BACHELOR OF ARTS IN ENGLISH EDUCATION (9-12)

Coordinator: Virginia P. Jones

Upon successful completion of the program of study in English Education and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

COURSE REQUIREMENTS	Sem. Hrs.
Freshman Seminar and General Education	45 (36)
Specialty Area (9 semester hours of Foreign Language and 200-level Literature may count toward General Ed)	40-46
Required Courses: ENG 304; ENG 205 or 206; ENG 223 or 224; ENG 247 or 248; ENG 457; ENGS 4xx (numbers vary); SPE 200 or 201; competency in a foreign language at the 132 course level**	
Additional Required Course Work: ENG 346; ENG 371; four additional courses from ENG 201 or 202 or 204 or 208 or 209 or 210 or 220; ENG 332; ENG 333; ENG 334; ENG 335; ENG 342; ENG 343; ENG 354; ENG 356; ENG 366; ENG 370; ENG 374 or 375; ENG 402; ENG 423, 424; ENG 481 or 483 or 485	
Select one: JRN 182 or 191 or THE 162 or 164	
Professional Studies EDN 302, 308, 350, 419, 430	13
Content Pedagogy EED 384 (spring only), 389 (fall only), 449 (spring only), 475 (spring only)	18
General Electives	9-15
	Total: 122

NOTE: Students who desire teacher licensure in English Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

MIDDLE GRADES (6-9) LANGUAGE ARTS

Students majoring in Middle Grades Education (6-9) are required to complete two teaching concentrations and an academic concentration. For a detailed description of the program of study in Middle Grades Education, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Students majoring in Middle Grades Education (6-9) with a Language Arts Concentration should consult with the Coordinator of Undergraduate English Education in the Department of English, Theatre, and Languages. Check sheets are available from the department secretary.

Requirements for Middle Grades Language Arts Licensure	Sem. Hrs.
SPE 200 or 201; ENG 205; ENG 223 or 224; ENG 247 or 248; ENG 304; ENG 346; ENG 371 *EED 384 and *EED 389	
	Total: 27

*Indicates courses not already included in the Academic Concentration in English.

ACADEMIC CONCENTRATIONS IN ENGLISH AND SPANISH

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department offers an Academic Concentration in English of 24 hours. This Academic Concentration is available to other students, regardless of major.

Requirements for an Academic Concentration in English	Sem. Hrs.
1. Core Courses a. ENG 304 b. SPE 200 or 201	6
2. Three 200-level literature courses, one from each of the three areas in 2.c-2.e: c. ENG 223 or 224 d. ENG 247 or 248 e. any 200-level literature course not taken under 2.c and 2.d: choose from ENG 201, 202, 203, 204, 205, 206, 208, 209, 210, 220, 223, 224, 247, 248; ENGS 2xx	9
3. One 200/300-level language/writing course: choose from ENG 278, 279, 346, 370, 371	3
4. Two 300/400-level courses not taken under 3 above: choose from ENG 332, 333, 334, 335, 342 343, 346, 354, 356, 366, 370, 371, 457; ENGS 4xx (numbers vary)	6
	Total: 24

Requirements for an Academic Concentration in Spanish	Sem. Hrs.
1. Required Courses SPN 132, 231, 232, 311, and 312	15
2. Elective Courses: choose one course from each group SPN 321 or 322 SPN 331 or 332 SPN 361 or 362 or 451	9
	Total: 24

ENGLISH AS A SECOND LANGUAGE ADD-ON LICENSURE

Students can take the 6 courses (18 hours) in the program for either undergraduate or graduate credit and, upon completion of the program, can add on to either the "A" or "M" license. All courses will be offered in the late afternoon or evening, and the program can be completed within two years.

Course Requirements	Sem. Hrs.
ENG 346, 371, 481, 483, 485, 489	18

ENGLISH: THEATRE ARTS

Students who major in Theatre Arts are required to participate in the University Theatre, a performance program housed in the Givens Performing Arts Center, which provides a practical laboratory for the theoretical and artistic components of the Theatre Program of the Department.

Requirements for B.A. Degree in English: Theatre Arts	Sem. Hrs.
Freshman Seminar	1
General Education Program	44
Major Requirements	
Core Major Courses: SPE 100 or 101; ENG 354; ENG 457; six semester hours of foreign language [may be two languages]	15
THE 201, 233, 250, 353 or 421, 360, 361; THE 162 or 163; THE 262, 263	21
Twelve hours of major courses from: THE 263-463, 164, 165, 234, 235, 301, 304, 322, 323, 331, 333, 334, 401, 421, 453, 454; SPE 315	12
Electives	27
	Total: 120

MINOR PROGRAMS IN ENGLISH, THEATRE, AND LANGUAGES

Each English, Theatre, and Languages Department Minor consists of 18 hours selected from courses listed below as Options for the Minor Program.

-Six of these hours may be duplicated (count also for another program requirement).

-At least 6 of the 12 unduplicated hours must come from 300- or 400-level courses. See Department Chair for more information.

Options for a Minor in French (not offered currently; see Department Chair.)
FRN 132, 231, 232; FRN 255, 256; FRN 321, 322; FRN 361; FRN 451

Options for a Minor in Language
ENG 212, 242, 243 (1 hr. each); ENG 346, 370, 371; 423 or 424, 455
SPE 102, 200, 201, 315; CSC 100, 200, 201 (3-6 hours); 3-6 hours of French or Spanish

Options for a Minor in Literature
Required: ENG 304; Options for 15 additional hours: ENG 201, 202, 203, 204, 205, 206, 208, 209, 210, 220, 223, 224, 247, 248, 332, 333, 334, 335, 342, 343, 354, 356, 366, 402, 450, 457; ENGS 2xx, 4xx

Options for a Minor in Spanish
SPN 132, 231, 232; SPN 311, 312; SPN 321, 322, 331, 332; SPN 361, 362; SPN 451

Options for a Minor in Speech
SPE 102, 200, 201, 315, 358; THE 201; PRE 209; ENG 213 (1 hr.)

Options for a Minor in Theatre: requires participation in 2 or more University Theatre productions
THE 162-463 (1-4 hours); SPE 315; THE 164, 165, 234, 235 (1 hour, half semester), THE 201, 233, 250; THE 301, 322, 323, 331, 333, 353, 360, 361, 421

Options for a Minor in Writing
ENG 211, 212, 242, 243, 244 (1 hr. each); ENG 277, 302, 346, 370, 377, 426, 455; EED 389; 1 course from MCM 240, JRN 305, 309, 340

COURSES

ENGLISH (ENG)

➲**NOTE:** Students may satisfy the **General Education Humanities Literature** requirement by completing any one of the thirteen English courses marked with ➲ in the course listing that follows. Each of these courses includes critical and analytical reading, application of critical terminology and critical approaches, study of formal features of multiple genres, research about literary texts, and ways to appreciate the value of literature.

ENG 104. Written Communication Skills

Required for students who do not pass the freshman writing sample and all students entering the College Opportunity Program. Study and practice of basic elements of the writing process with special emphasis on prewriting techniques and editing for correctness; extensive practice in short forms including sentences, paragraphs and short essays. Fall, Spring, Summer. Credit, 3 semester hours (will not count toward graduation requirements). NOTE: Must receive "C" grade or better to progress into ENG 105.

ENG 105. Composition I

Practice in prewriting, organizing, drafting, revising, and editing; emphasis on personal and informative writing using various strategies appropriate to college assignments. A 1000-1500 word informative paper using written sources is required. Fall, Spring Summer. Credit, 3 semester hours. PREREQ: Passing grade on the freshman writing sample or "C" grade or better in ENG 104.

ENG 106. Composition II

Practice in critical reading in the disciplines; research skills using various writing strategies, with and emphasis on analysis and argumentation. A 2000-3000 word argumentative/ persuasive research paper will be required. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105.

➲ENG 201. Southern Literature

A survey of literature by writers from the Southern part of the United States. Readings may include novels, short fiction, and poetry by authors such as Faulkner, O'Connor, Welty, Hurston, and McCarthy. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

➲ENG 202. Contemporary Literature

A survey of literature from 1945 to the present, introducing students to trends and major developments in fiction, poetry, and drama. Authors may include Ginsberg, Atwood, Beckett, Stoppard, Walcott, Mahfouz, Oe, and Fuentes. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

➲ENG 203. Literary Genres

Study of basic structure or elements of the various genres of literature including poetry, prose fiction, and drama. Readings include works of major British, American, and world literature authors. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 204. Mythology of All Peoples

A study of mythic motifs and themes in oral and early written literature, including Asian, African, and American Indian, as well as Greco-Roman and Teutonic-Norse literature; development of mythic traditions in early and modern societies. As Announced. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

➲ENG 205. World Literature Before 1660

A survey of western and non-western literature from the beginnings through the Renaissance considered within the cultural epochs of their creation, including the Classical Period, the Middle Ages, and the Renaissance. Readings may include *Gilgamesh*, *The Ramayana*, and selections from authors such as Homer, Ovid, Confucius, Dante, Montaigne, and Cervantes. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

➲ENG 206. World Literature After 1660
A survey of western and non-western literature from the Enlightenment through the Twentieth Century considered within the cultural epochs of their creation, including the Enlightenment, Romanticism, Realism, Modernism, and the contemporary world. Authors may include Moliere, Goethe, Kafka, Camus, Achebe, and Garcia Marquez. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

➲ENG 208. Women's Literature
A survey of literature written by women of diverse periods and backgrounds, introducing students to a variety of genres and trends in women's literature. Authors may include Wollstonecraft, Fuller, Woolf, Brooks, Rich, Kingston, and Kincaid. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

➲ENG 209. Literature and Film
A survey of the relationships between literary texts and films with emphasis on film adaptations; includes methods of analysis, discussion of theory, process, reception, and the cultural contexts of the works considered. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

➲ENG 210. African American Literature
A survey of African American literature, introducing students to genres, trends, and major periods of African American literature, ranging from 18th- and 19th-century autobiographies and narratives to 20th-century works. Authors may include Douglass, Morrison, Wright, and Toomer. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 211. Spelling
A review of major spelling rules in English, with special attention to particular words that often give difficulty. Attention to techniques to aid memorization of particular problem words. Fall. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 212. Vocabulary Building
A study of methods of vocabulary enrichment (such as association by sound, appearance, meaning, and knowledge of common root, prefix/suffix meanings). Specific words are studied. Fall. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 213. Pronunciation
An intensive course to improve students' competence and confidence in oral use of language. Word attack skills and specific problem words included. Fall. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 105 and 106.

➲ENG 220. Native American Literature
A survey of literature produced by Native Americans. The course will cover fiction and poetry, and close attention will be paid to historical contexts and themes central to the understanding of Native American literature. Authors may include Momaday, Silko, Hogan, Vizenor, Welch, and Erdrich. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

➲ENG 223. American Literature Before 1865
A survey of notable authors and literary movements from the period preceding and including the Civil War. Readings may include nonfiction, poetry, short fiction, and at least one novel. Authors may include Bradstreet, Poe, Emerson, Douglass, and Dickinson. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

➲ENG 224. American Literature Since 1865
A survey of notable authors and literary movements between the end of the Civil War and the present. Readings may include nonfiction, poetry, drama, short fiction, and at least one novel. Authors may include Twain, Chopin, Faulkner, Hughes, and Walker. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 242. English Usage
Intensive review of parts of speech and their use in the sentence. Study of punctuation forms. Analysis of verb problems and errors that obscure meaning or distract readers. Spring. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 243. Sentence Mastery
Practice in imitating various sentence structures to add variety and impact to writing. Spring. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 244. Punctuation
Study of specific punctuation rules and their application, with particular emphasis on commas, semicolons, and apostrophes. Spring. Credit, 1 semester hour. PREREQ: "C" grade or better in ENG 105 and 106.

➲ENG 247. British Literature Before 1790
A survey of British literature from the Anglo-Saxon through the Neo-Classical in several genres. Readings may include *Beowulf* and works by authors such as Chaucer, More, Spenser, Shakespeare, Jonson, Milton, Swift, Defoe, and Behn. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

➲ENG 248. British Literature After 1790
A survey of British literature from the Romantics to the contemporary, including Colonial and Post-Colonial literatures in several genres. Authors may include Blake, Wordsworth, Shelley, the Brontes, Hopkins, Yeats, Joyce, Pinter, Amis, Coetze, Rushdie, and Naipaul. Fall, Spring. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 278. Writing Poetry I
An introduction to the principles and techniques of writing poetry. Workshop format. Fall. Credit, 3 semester hours.

ENG 279. Writing Fiction I
An introduction to the principles and techniques of writing fiction. Workshop format. Spring. Credit, 3 semester hours.

ENG 303. Business Communications (MGT 303)
Development of skill in the fundamentals of effective communication and detailed study of principles and application of business letters and business writing, including business reports and other forms of business communication. As announced. Credit, 3 semester hours.

ENG 304. Principles of Literary Study
Required of all English majors. Preparation for the study of literature, including literary terminology, methods of literary research, writing about literature, overview of literary theories, and use of terminology in literary studies. Fall, Spring. Credit, 3 semester hours. PREREQ: Highly recommended during the first term of English major, minor, or concentration study.

ENG 332. British Literary Period (Pre-1790)
Emphasis on one selected period of British literature prior to 1790. Attention to study of a period within additional contexts such as primary genres, literary conventions, and cultural influences. As announced. Credit, 3 semester hours. PREREQ: ENG 304 or permission of instructor.

ENG 333. British Literary Period (Post-1790)
Emphasis on one selected period of British literature after 1790. Attention to study of a period within additional contexts such as primary genres, literary conventions, and cultural influences. As announced. Credit, 3 semester hours. PREREQ: ENG 304 or permission of instructor.

ENG 334. American Literary Period (Pre-1865)
Emphasis on one selected period of American literature prior to 1865. Attention to study of a period within additional contexts such as primary genres, literary conventions, and cultural influences. As announced. Credit, 3 semester hours. PREREQ: ENG 304 or permission of instructor.

ENG 335. American Literary Period (Post-1865)
Emphasis on one selected period of American literature after 1865. Attention to study of a period within additional contexts such as primary genres, literary conventions, and cultural influences. As announced. Credit, 3 semester hours. PREREQ: ENG 304 or permission of instructor.

ENG 342. The British Novel
A critical study of the English novel from the eighteenth century to the present, with emphasis on social history and narrative technique. As announced. Credit, 3 semester hours. PREREQ: ENG 304 or permission of instructor; ENG 247 or ENG 248 recommended.

ENG 343. The American Novel
A critical study of the American novel from its inception to the present, with emphasis on social history and narrative technique. As announced. Credit, 3 semester hours. PREREQ: ENG 304 or permission of instructor; ENG 223 or ENG 224 recommended.

ENG 346. Aspects of the English Language
An introduction to the English language including applied study of such topics as the history of the language and its acquisition, dialects, semantics, lexicography, phonology, orthography, grammatical systems, and standards of modern English usage. Fall, Spring. Credit, 3 semester hours.

ENG 354. Modern Drama
A study of selections from the drama of the Western world of the nineteenth and twentieth centuries. As announced. Credit, 3 sem. hrs. PREREQ: ENG 304 or permission of instructor; six semester hours of 200-level literature.

ENG 356. Modern Fiction
A study of the short story, short novel, and novel in the twentieth century. As announced. Credit, 3 semester hours. PREREQ: ENG 304 or permission of instructor.

ENG 366. Modern Poetry
A study of poetry with emphasis on British and American writers. As announced. Credit, 3 semester hours. PREREQ: ENG 304 or permission of instructor.

ENG 370. Advanced Composition
An upper-division writing course for students majoring in the Humanities and the Social and Behavioral Sciences and anticipating graduate level and professional writing demands. As announced. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENG 371. English Grammar
A thorough review of traditional grammar, discussions of sentence patterns, transformations, and both old and new diagram forms included. Fall, Spring. Credit, 3 semester hours.

ENG 374. Writing Poetry II
An advanced workshop in writing poetry, building on fundamentals covered in the introductory course and emphasizing manuscript preparation and submission. As announced. Credit, 3 semester hours. PREREQ: ENG 278 or permission of instructor.

ENG 375. Writing Fiction II
An advanced workshop in writing fiction, building on fundamentals covered in the introductory course and emphasizing manuscript preparation and submission. As announced. Credit, 3 semester hours. PREREQ: ENG 279 or permission of instructor.

ENG 399. Practicum in Composition Tutoring
A supervised practicum of working as a writing assistant in an appropriate University setting or with students from area schools. Credit, 1-2 semester hours. Maximum, 4 semester hours.

ENG 402. Literary Criticism
History of literary criticism and study of postmodern theories of reading such as feminist, Marxist, and reader-response criticism, structuralism, and deconstruction. As announced. Credit, 3 semester hours. PREREQ: ENG 304 or permission of instructor.

ENG 423, 424. Special Topics in American English
A study of announced topics in American English. Possible topics include issues in linguistics, grammar, literacy, varieties of English, media and language, Literary Journalism and American English as a global force. As Announced. Credit, 3 semester hours.

ENG 426. Creative Writing Workshop
This course will normally be taught by visiting writers and may be repeated for credit. Offered when circumstances warrant. Credit, 1-3 semester hours; maximum 6 semester hours. PREREQ: ENG 374 or ENG 375 or permission of Department Chair.

ENG 450. Seminar in American Indian Literature (AIS 450)
A study of selected topics in American Indian literature. As Announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

ENG 455. Directed Studies Seminar
An independent study project culminating the student's sequence of studies with a substantive research project resulting in major paper or comparable original work. The project is designed by the student and his/her research director. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: Consent of instructor.

ENG 457. Shakespeare
An introduction to the Elizabethan Theatre, a study of Shakespeare's career as a dramatist, and a critical survey of a number of major plays—histories, comedies, and tragedies. Fall. Credit, 3 semester hours. PREREQ: ENG 304 or permission of instructor; ENG 247 recommended.

ENG 473. History of American Film I: The Silent Period
This course involves a consideration of the historical development of motion pictures in the United States. It centers on the early decades of the American film experience and concentrates on films made prior to the advent of sound. Numerous silent films depicting various genres and styles will be viewed, discussed, and analyzed. Students will have several opportunities to critique and evaluate relevant films and personalities associated with silent film production. As Announced. Credit, 3 semester hours.

ENG 474. History of American Film II: 1927 to the Present
This course involves a consideration of the historical development of motion pictures in the United States. Cinema as an industry, art form, and cultural force will be evaluated. Students will be assigned several topics relating to the American cinema and people who have been or are currently involved in it. Numerous silent and sound films depicting various genres and styles will be viewed, discussed, and analyzed. As Announced. Credit, 3 semester hours.

ENG 481. Phonetics and Phonology
A study of the speech sounds that occur in the languages of the world will cover physiological properties of the speech producing apparatus, phonetic transcription using the international phonetic alphabet, and both theoretical and applied study of phonological patterns. As announced. Credit, 3 semester hours.

ENG 483. Second Language Acquisition
An in-depth study of both theoretical issues in second language acquisition and the practical application of theory in the ESL classroom, including learning styles and strategies; the importance of affective factors and socio-cultural factors in language learning; contrastive analysis, interlanguage, and error analysis; and communicative competence. As announced. Credit, 3 semester hours.

ENG 485. Cultural Issues of English as a Second Language
A study of important cultural issues relevant to the teaching and learning of English as a second language, including bilingualism, differences in cultural patterns of perception and thinking, differences in what is considered appropriate student behavior and appropriate teacher behavior in a variety of cultures, and cultural differences expressed in verbal and non-verbal behavior. The importance of understanding and taking into account the cultural backgrounds of students in the teaching of ESL and the importance of teaching American culture as a part of ESL will also be considered. As announced. Credit, 3 semester hours.

ENG 489. Applied Pedagogy of Teaching English as a Second Language
Following a review of the pedagogical fundamentals grounded in cognitive, affective, and linguistic principles of second language acquisition, this course will focus on the practical realities of the language classroom, including curriculum development, lesson planning, evaluation of students and programs, and classroom management. As announced. Credit, 3 semester hours. PREREQ: ENG 346, 371, 481, 483, 485.

ENGS 2xx (Numbers will vary). Studies in Literature
Study of a specific genre or topic in world literature: its characteristics and significance as both a cultural product and a form of literary expression. Title and topic will vary from year to year. As announced. Credit, 3 semester hours. PREREQ: "C" grade or better in ENG 105 and 106.

ENGS 4xx (Numbers will vary). Seminar in Literature
Study in a small group setting of particular figures or topics in British, American, or World Literature. As part of the seminar experience, each student must make presentations, contribute to class discussion, and write an extended essay incorporating library sources. As announced. Credit, 3 semester hours. PREREQ: ENG 304 or permission of instructor; upper-division standing in the University.

ENGLISH EDUCATION (EED) For a description of English Education programs, see above or consult the Coordinator of Undergraduate English Education.

EED 384. Literature and Reading for Adolescents (6-12): Methods and Materials
A survey of literature and reading for adolescents, grades 6-12, incorporating varied methods of approaching and assessing the study of literature and managing the reading program within pluralistic classrooms. Experiences include classroom presentations in various literary genres, activities appropriate for students with advanced or deficient reading skills, and classroom observations (15 hours). Spring. Credit, 3 semester hrs.

EED 389. The Teaching of Writing and Speech (6-12): Methods and Materials
Preparation for teaching oral and written communications skills in the middle and secondary schools. Study and application of principles, terminology, materials, and strategies for teaching and assessing writing and speech within an integrated language arts curriculum. Experiences include writing workshops, unit and lesson planning, oral presentations, technology applications, tutoring in writing (10 hours), and classroom observations (5 hours). Fall. Credit, 3 semester hours. NOTE: EED 384 recommended.

EED 402. Methods of Teaching Dramatic Literature and Performance
Purposes, methods, materials, and evaluation procedures in the area; directed observation in the secondary school; preparation of teaching plans and materials. As Announced. Credit, 3 semester hours. PREREQ: THE 304 recommended.

EED 449. Internship for Secondary English Education
Provides relevant intensive full-semester internship experiences in off-campus public school setting or settings Requires a continuous full-time teaching experience in secondary English. Pass/Fail grading. Spring. Credit, 9 semester hours. PREREQ: admission to professional semester.

EED 475. Professional Seminar in Secondary English Education
Philosophy of English curricula and purposes of Standard Course of Study; applications in concrete teaching situations of appropriate methods and materials of instruction and assessment procedures; reflection on teaching practice. Seminar designed to parallel the full-semester internship/teaching experience in English Education (EED 449). Spring. Credit, 3 semester hours. PREREQ: admission to professional semester.

SPEECH (SPE)

SPE 102. Fundamentals of Voice and Diction

Introduction to the fundamentals of voice and diction for the beginning student. The course consists of practical exercises designed to introduce the student to General American Speech. Fall, Spring, Summer. Credit, 3 semester hours. NOTE: Upon earning 60 credit hours, a student must either have satisfied the speech requirement through testing, have taken SPE 102, or be registered for SPE 102 in the following semester.

SPE 200. Interpersonal Communication

Interpersonal communication behaviors that influence interpersonal relationships. Emphasis on developing personal skills and attitudes in one-to-one relationships and small groups. Fall, Spring. Credit, 3 semester hours.

SPE 201. Fundamentals of Speech

Study of the principles and skills involved in creating and delivering effective speeches, and preparation and presentation of individual and small group speeches. Fall, Spring. Credit, 3 semester hours.

SPE 315. Advanced Voice and Diction

An in-depth study of voice production and articulation. A detailed study of the International Phonetic Alphabet provides means of refining and expanding communication skills. As announced. Credit, 3 semester hours. PREREQ: SPE 102 or permission of instructor.

SPE 358. Discussion and Debate

An exploration of various discussion techniques, including parliamentary procedure, where the essentials of argumentation will be explained and practiced. As Announced. Credit, 3 semester hours.

THEATRE (THE)

THE 162, 163. Play Production

An introduction to the practices of theatre production, including: the plan and function of the physical facility; safety procedures in the scene shop and on stage; appropriate use of both power and hand tools, stage rigging, lighting and sound equipment; and the relationship of all of these to a production. Fall, Spring. Credit, 1 semester hour each.

THE 262, 263; 362, 363; 462, 463. Play Production

A graded laboratory experience in a specific area of the theatre as defined by a contract with a specific faculty member in either the performance or technical support areas of the University Theatre. The signed contract will specify the function of the student and be supervised by a faculty member. Fall, Spring. Credit, 1 semester hour each. PREREQ: THE 162 or 163.

THE 164. Stage Make-Up

Theory and practice in the application of make-up for the stage using practical make-up application for class exercises. Spring of alternate years. Credit, 1 semester hour.

THE 165. Stage Costumes

Principles and theories of costume design and construction for theatrical productions. Fall of alternate years. Credit, 1 semester hour. PREREQ: THE 162 or 163.

THE 181. Stage Dance I

Basic dance technique for the stage. Fall of alternate years. Credit, 1 semester hour. PREREQ: Permission of instructor.

THE 182. Stage Dance II

Basic dance technique for the stage. Spring of alternate years. Credit, 1 semester hour. PREREQ: THE 181

THE 201. Acting I: Fundamentals
Introduction to fundamental acting concepts, including the understanding of self-expression and understanding dramatic texts in terms of goals, obstacles and action. Acting processes are explored through classroom exercises and scene work. Fall, Spring. Credit, 3 semester hours.

THE 207. Stage Combat
Introduction to staged violence, armed and unarmed combat. Permission of Instructor required. PREREQ: THE 181. Fall of alternate years. Credit, 1 semester hour.

THE 233. Stagecraft
Study of theories and techniques used in creating a stage environment. Students will participate in various aspects of production as a practical supplement to classroom lectures. Fall of alternate years. Credit, 3 semester hours. PREREQ: THE 162 or 163.

THE 234. Scene Painting
Development of basic and advanced skills in scenic painting techniques through studio projects. Spring of alternate years. Credit, 3 semester hours. PREREQ: THE 162 or 163.

THE 235. Stage Management
Theory and practice of stage management in Broadway, regional, community, and educational theaters. To include the stage manager's responsibilities during rehearsals as well as during performances. Spring of alternate years. Credit, 1 semester hour. PREREQ: THE 162 or 163.

THE 250. Introduction to Theatre
Introduction to both theatre practice and literature; survey of artists of the theatre and dramatic literature from Ancient Greece to the present. Fall, Spring. Credit, 3 semester hours.

THE 301. Acting II: Characterization
Continued development in areas previously explored. Emphasis on the actor's instrument, including: appearance, speech and movement capabilities, emotional depths, intelligence, mind-body combination, sense of timing, sense of drama and presentational skills. These areas are explored through classroom exercises and scene and monologue work. Spring of alternate years. Credit, 3 semester hours. PREREQ: THE 201.

THE 304. Creative Drama
Principles and practices of organizing and directing creative drama and children's theatre activities in the classroom and in the community. As Announced. Credit, 3 semester hours. PREREQ: THE 201 recommended.

THE 322, 323. Special Topics in Theatre
An in-depth study of a selected topic in theatre or drama determined by the expertise of the instructor and the interests of the students. As Announced. Credit, 1-3 semester hours each. PREREQ: THE 162 or 163 or permission of instructor.

THE 331. Play Direction
Study of the theory and practice of directing for the theatre; classroom theory supported by individual experience in selection and analysis of scripts, casting, rehearsal, and production. Fall of alternate years. Credit, 3 semester hours. PREREQ: THE 162/163; THE 201 or permission of instructor.

THE 333. Lighting
Theories and principles of lighting design for theatrical productions. Conceptualization, communication, and execution of design ideas through script analysis, light studies, light plots, and related projects. Spring of alternate years. Credit, 3 semester hours. PREREQ: THE 233 recommended. PREREQ: THE 162 or 163.

THE 334. Scene Design
Theory and principles of scene design for the stage. Conceptualization and communication of design ideas through renderings, models, and technical drawings. Fall of alternate years. Credit, 3 semester hours. PREREQ: THE 162 or 163; THE 233 recommended

THE 353. Theatre Management
Theory and practice of theatre management objectives including: theatre organization, season, budget, schedule, personnel, publicity, box office, and house management. As Announced. Credit, 3 semester hours.

THE 360. History of the Theatre: The Beginnings to 1642
Study of the theatre, both its physical form and literature from the beginnings to 1642. Fall of alternate years. Credit, 3 semester hours. PREREQ: THE 250 or permission of instructor.

THE 361. History of the Theatre: 1642 to the Present
Study of the theatre, both its physical form and literature from 1642 to the present. Spring of alternate years. Credit, 3 semester hours. PREREQ: THE 250 or permission of instructor.

THE 401. Acting III: Styles
Continued development in areas previously explored. Emphasis on auditioning skills, including: developing initial skill in the understanding of how to audition, cold and prepared readings, period styles and developing initial skill in the understanding and expression of formal/heightened language and movement. Alternate Spring. Credit, 3 semester hours. PREREQ: THE 301.

THE 421. Performing Arts Administration
Studies in fiscal, administrative, and legal principles of management as they apply to the performing arts. As Announced. Credit, 3 semester hours.

THE 453. Directed Practicum in Advanced Theatre Problems I
Credit is earned by successful fulfillment of a contractual agreement between the student and a supervising faculty member. Fall, Spring, Summer. Credit, 1-3 semester hours. PREREQ: Declared junior or senior major, 3.0 grade point average in major, and permission of instructor.

THE 454. Directed Practicum in Advanced Theatre Problems II
Credit is earned by successful fulfillment of a contractual agreement between the student and a supervising faculty member. Fall, Spring, Summer. Credit, 1-3 semester hours. PREREQ: Declared junior or senior major, 3.0 grade point average in major, and permission of instructor.

FOREIGN LANGUAGES (FRH, GER, ITL, SPN, XXX)
A student presenting two or more units in a high school language course and wishing to continue the study of that language should, after having satisfactorily passed a review of proficiency in the language, register in the course for which the student is qualified.

FRENCH (FRH)

FRH 131, 132. Elementary French I, II
The sequence of 131-132 introduces French grammar and vocabulary and some aspects of French culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

FRH 231, 232. Intermediate French I, II
Grammar review, translation and composition; oral practice through drill and discussion. An introduction to French civilization and literature. Fall, Spring. Credit, 3 semester hours. PREREQ: FRH 131, 132 or two units of high school French.

FRH 255, 256. French Conversation and Composition
Intensive practice in aural-oral French, based on French literature and civilization subject matter; further study of grammar, vocabulary, and idiom; further training in formal and free composition. Fall (256), Spring (255). Credit, 3 semester hours.

FRH 321, 322. Study of French Literature
Masterpieces of French literature from the beginning to the present as an outgrowth of French history and civilization. Fall (321), Spring (322). Credit, 3 semester hours. PREREQ: FRH 231, 232 or permission of instructor.

FRH 361. French Civilization and Culture

A course designed to give students a better understanding of the history and civilization of France and other French-speaking countries and to increase their knowledge of the general French culture. As Announced. Credit, 3 semester hours. PREREQ: FRH 231 or its equivalent.

FRH 451. Study Abroad: Study Tour in France

A trip designed to acquaint students with various aspects of French life and civilization through visits to places of historical and cultural interest. As Announced. Credit, 2-7 semester hours. PREREQ: Consent of instructor.

GERMAN (GER)

GER 131, 132. Elementary German I, II

The sequence of 131-132 introduces German grammar and vocabulary and aspects of German culture. Aural comprehension, speaking, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

GER 231, 232. Intermediate German I, II

Grammar review, translation and composition; oral practice through drill and discussion. An introduction to German civilization. Fall, Spring. Credit, 3 semester hours each. PREREQ: GER 131, 132 or 2 units of high school German.

ITALIAN (ITL)

ITL 131, 132. Elementary Italian I, II

The sequence 131-132 introduces Italian grammar and vocabulary and aspects of Italian culture. Aural comprehension, speaking, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours each.

SPANISH (SPN)

SPN 131, 132. Elementary Spanish I, II

The sequence 131-132 introduces Spanish grammar and vocabulary and some aspects of Spanish culture. Aural comprehension, speaking, reading, and writing are stressed in that order. Fall, Spring. Credit, 3 semester hours.

SPN 231, 232. Intermediate Spanish I, II

The sequence 231-232 develops increased competence in aural comprehension, speaking, reading, and writing and reviews Spanish grammar. Fall, Spring. Credit, 3 semester hours. PREREQ: SPN 131, 132; two units of high school Spanish; or permission of instructor.

SPN 233. Spanish for Heritage Speakers

An intensive review of the Spanish language designed for students with extensive cultural background in the target language. Available to non-native speakers who have an extensive foreign language background. Credit, 6 semester hours. PREREQ: Permission of instructor.

SPN 299. Spanish Phonetics and Pronunciation

Students planning to major in Spanish or receive teacher licensure in Spanish will be advised whether they need to take this course, after completing one semester of Spanish. May be taken up to three times for credit. Pass/Fail grading. Credit, 1 semester hour.

SPN 308. Spanish Education Field Experience

Early field experiences for the Spanish education major providing observation and instructional experiences in a variety of educational settings. Development of lesson plans and instructional activities in response to the unique features of learning environments. Credit, 1 semester hour. PREREQ: SPN 232, SPN 233, or permission of instructor.

SPN 311. Spanish Composition and Review of Grammar

Intensive practice in task-oriented compositions and comprehensive review of grammatical forms and usage. Fall. Credit, 3 semester hours. PREREQ: SPN 231 and SPN 232; SPN 233; or permission of instructor.

SPN 312. Spanish Conversation
Development of oral communication skills. Emphasis on use of language in everyday situations, vocabulary growth, listening comprehension, and correctness in grammar. Spring. Credit, 3 semester hours. PREREQ: SPN 231 and SPN 232; SPN 233; or permission of instructor.

SPN 321. Survey of Spanish-American Literature I
Masterpieces of Latin American literature from Colonization to Romanticism as an outgrowth of Latin American history and civilization. Fall. Credit, 3 semester hours. PREREQ: SPN 232 or permission of instructor.

SPN 322. Survey of Spanish-American Literature II
Masterpieces of Latin American literature from Post-Romanticism to the present as an outgrowth of Latin American history and civilization. Spring. Credit, 3 semester hours. PREREQ: SPN 232 or permission of instructor.

SPN 331. Survey of Literature of Spain I
Masterpieces of Spanish literature from Middle Ages to Golden Age as an outgrowth of Spanish history and civilization. Fall. Credit, 3 semester hours. PREREQ: SPN 232 or permission of instructor.

SPN 332. Survey of Literature of Spain II
Masterpieces of Spanish literature from the eighteenth, nineteenth and twentieth centuries as an outgrowth of Spanish history and civilization. Spring. Credit, 3 semester hours. PREREQ: SPN 232 or permission of instructor.

SPN 361. Civilization and Culture of Spanish America
A course designed to give students a better understanding of the history and civilization of Spanish America and to increase their knowledge of general Hispanic cultures. Fall. Credit, 3 semester hours. PREREQ: SPN 232 or SPN 233 or permission of instructor.

SPN 362. Civilization and Culture of Spain
A course designed to give students a better understanding of the history and civilization of Spain and to increase their knowledge of general Hispanic culture. Spring. Credit, 3 semester hours. PREREQ: SPN 232 or SPN 233 or permission of instructor.

SPN 370. Advanced Grammar and Composition
Refinement of Spanish writing skills through exercises which enhance control of grammar, expand vocabulary, and promote greater awareness of rhetoric and critical reading. Credit, 3 semester hours. PREREQ: SPN 311 and SPN 312 or permission of instructor.

SPN 371. Business Spanish
Spanish as applied to business skills such as letter writing, making reservations, billing, ordering, and using the metric system. Credit, 3 semester hours. PREREQ: SPN 311 and SPN 312 or permission of instructor.

SPN 421. Studies in Spanish-American Prose Fiction
A study of representative 20th century novels and short stories by Spanish-American writers. Credit, 3 semester hours. PREREQ: SPN 370 or permission of instructor.

SPN 422. Studies in Spanish-American Theatre and Poetry
A study of Spanish-American drama and poetry, with emphasis on the 20th century. Credit, 3 semester hours. PREREQ: SPN 370 or permission of instructor.

SPN 430. Topics in Medieval, Renaissance, and Golden Age Literature
The literary works of Spain from the time of El Cid (XII century) to Calderón de la Barca (XVII century). Credit, 3 semester hours. PREREQ: SPN 370 or permission of instructor.

SPN 434. Contemporary Literature of Spain
The main developments of Spanish literature from approximately the outbreak of the Civil War in 1936 to present. Credit, 3 semester hours. PREREQ: SPN 370 or permission of instructor.

SPN 440. Methods of Teaching Spanish
Theory and applied methods and materials and evaluation procedures for teaching foreign languages in grades K-12. May count as Spanish major elective. Credit, 3 sem. hours. PREREQ: SPN 370.

SPN 449. Internship for Spanish Education
Provides relevant intensive full-semester internship experiences in off-campus public school setting or settings. Requires a continuous full-time teaching experience in K-12 Spanish. Pass/Fail grading. Credit, 9 semester hours. PREREQ: Admission to professional semester.

SPN 451. Study Abroad
A trip designed to acquaint students with various aspects of Latin American or Spanish life and civilization through visits to places of historical and cultural interest. As Announced. Credit, 2-7 semester hours. PREREQ: Consent of instructor.

SPN 455. Directed Study in Spanish
Involves investigation under faculty supervision beyond what is offered in existing courses. Credit, 3 semester hours. PREREQ: Overall GPA of at least 3.00; junior or senior standing; and permission of instructor, Department Chair, and Dean.

SPN 470. Spanish Applied Linguistics
An introduction to Spanish linguistics: a diachronic study of the phonological, morphemic, syntactical, semantic aspects of Spanish; dialectical and sociolectal differences in present-day Spanish. Credit, 3 semester hours. PREREQ: SPN 370 or permission of instructor.

SPNS 4xx. Special Topics in Hispanic Studies
Selected topics related to language, literature, film, or culture of Spain or Spanish America. Title and topic may vary from year to year. Credit, 3 semester hours. May be repeated for a maximum of 6 credits with change of topic. PREREQ: SPN 370 or permission of instructor.

OTHER FOREIGN LANGUAGES (XXX) These courses offer students the opportunity to study a foreign language not otherwise offered in the regular UNCP curriculum.

XXX 131, 132. Introductory Foreign Language Study
The sequence 131-132 introduces the grammar and vocabulary of the language, with attendance to some aspects of the related culture. Aural comprehension, speaking, reading, and writing are stressed in that order. As announced. Credit, 3 semester hours each.

XXX 231, 232. Intermediate Foreign Language Study
The sequence 231-232 develops increased competence in aural comprehension, grammar, translation, and composition. As announced. Credit, 3 semester hours each. PREREQ: Completion of the 131-132 sequence or two high school units of the specified language.

XXXS 300. Special Topics in Foreign Language Study
In-depth study of specific topics in a foreign language, including culture, literature, linguistics, or film. Taught exclusively in the foreign language. As announced. Credit, 3 semester hours. PREREQ: Completion of at least 4 semesters in the foreign language in which the course is taught, or permission of instructor.

GRADUATE COURSES

For information about courses leading to a Master of Arts in English Education (M.A.), see the School of Graduate Studies section of this catalog.

HISTORY

Chair: Robert W. Brown

David A. Anderson	Stephen W. Berry II****	Manuel A. Conley
Weston F. Cook, Jr.	Bruce J. DeHart	Jeffrey J. Frederick
Kathleen C. Hilton***	Julie L. Smith**	J. Mark Thompson*

*American Studies Program Coordinator
**Social Studies Education Coordinator
***Social Studies Education Graduate Coordinator
***Dean of the School of Graduate Studies
****On leave

History is an intellectually liberating discipline and a core component of a liberal arts education. Through the study of the political, social, and cultural aspects of the modern world and the rise, flourishing, and decline of major civilizations in the past, an individual gains insight into the shared experiences and achievements of humanity, acquires a perspective broadened by the study of peoples at different times and in different places, and develops analytical modes of thought. The study of History thus enables the individual to understand the perennial issues confronting human beings living in society, making more likely an informed, reasoned, and intelligent response to these problems.

The Department offers programs of study for students interested in virtually any career or profession. It provides a solid foundation for those who wish to teach History or the Social Studies and for the study of History at the graduate level. Courses offered by the Department likewise provide an excellent background for students who wish to study law, enter military or government service, or seek employment in other professions or the business world. History is thus an ideal major for the student seeking a liberal arts education rather than specific job training.

Programs of study offered by the Department of History include a major and a minor in History, a licensure program in Secondary Social Studies Education, a 6-9 Social Studies teaching area for Middle Grades licensure candidates, and an Academic Concentration in History for prospective teachers. The Department also coordinates a major, a minor, and an Academic Concentration in American Studies. At the Graduate level, the Department coordinates a Master's degree in Social Studies Education.

Each History major or licensure candidate is assigned an advisor who helps the student plan and approves his or her program of study.

Students planning graduate study in History should acquire a reading knowledge of one modern foreign language and take History 451 (Senior Seminar).

Additional information about the History department and its programs is available on the Department's Web Page (http://www.uncp.edu/history/).

BACHELOR OF ARTS IN HISTORY

Requirements for a Bachelor of Arts Degree in History	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	37
Basic History (100 and 200 level courses)	12
Four courses from HST 101, 102, 110 or 111, 114, 115	
Advanced History (300 and 400 level courses)	25
Option 1: Two courses each from the American and European areas; one course from the Asian, African, and Latin American area; HST 300; Topics course (HSTS) or HST 451; and two electives.	
Option 2: Approval of Contract by the Chair: HST 300, Topics course (HSTS), HST 451; 6 approved 300-400 level electives.	
Electives	38
	Total: 120

* Six semester hours of history can be counted under General Education.

BACHELOR OF ARTS IN AMERICAN STUDIES

Coordinator: J. Mark Thompson

American Studies is an academic discipline concerned with the diversity of the American experience; it is a liberal arts program designed to provide students with an opportunity for multidisciplinary study of the culture of the United States through a variety of perspectives, including history, art, music, literature, film, ethnic studies, and gender studies. Having a cultural studies focus, the program examines America through forms of expression and through its major social, economic, and political structures, both in the past and the present.

Requirements for a Bachelor of Arts Degree in American Studies	Sem. Hrs.	
Freshman Seminar		1
General Education Requirements		44
Major Requirements		36
Core Requirements		12
HST 101 and 102	6	
American Studies Comprehensive Seminar, AST 201	3	
American Studies Focused Seminar, AST 401	3	
Cultural Studies Elective Courses (Choose two courses in each category)		24
Aesthetic Courses ART 426; ENG 223 or 224, ENG 343; MUS 104	6	
Ethnic/Gender Courses AIS 110 or 111, 210, 213, 220, 301, 401 (relevant topic only)*, AIS 402, 427, 450; HST 361, 362, 380, 245, 407	6	
Historical Courses HST 305, 306, 310, 314, 315, 316, 341, HST 382, 406, 410, Topics course (relevant topic only)*	6	
Social Science Courses AIS 105; GGY 372, 377; PHI 211; REL 209, 310; PSPA 101, 201, 202, 301, 304, 305, 306, 310; SOC 303, 312, 329, 396	6	
Electives		39
		Total: 120

*Permission of the American Studies Coordinator is required *before* topics course may be used to meet the requirements for the BA degree in American Studies.

American Studies majors should take the comprehensive seminar, American Studies 201, during either their sophomore or junior years. It will focus on the basic tenets and methodology of American Studies as a discipline and on the interrelationships among the various facets and forces behind American culture in a given period of history.

American Studies majors should take the focused seminar, American Studies 401, during their senior year. This capstone course will culminate and synthesize their American Studies major. It is expected that students will study and analyze a relevant and significant topic from the American Studies perspective.

Students planning to major in American Studies must consult with the American Studies Coordinator in the Department of History.

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12)

Coordinator: Julie L. Smith

Upon successful completion of the program of study in Social Studies Education and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(27)*
Specialty Area (*18 semester hours of Social Sciences and History may count toward General Ed)	60
HST 101, 102, 114, 115, 317; Topics course (HSTS) or HST 451	
United States & Canadian History - 6 hours	
Asian, African & Latin American History – 6 hours	
European History – 6 hours	
ECN 202, 203	
SOC 105, 201	
GGY 101, 102, or 200	
PSPA 101	
Social Science Guided Electives – 6 hours	
Professional Studies	13
EDN 302, 308, 350, 419, 430	
Content Pedagogy	15
SSE 300, 365, 400, 448	
General Electives	13
	Total: 128

NOTE: Students who desire teacher licensure in Social Studies Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

ACADEMIC CONCENTRATIONS

Academic Concentration in History

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the History Department offers an Academic Concentration in History. This Academic Concentration is available to other students, regardless of major. This Concentration of 24 semester hours offers the prospective teacher both breadth and depth of study. The required Core Courses (15 semester hours) in American History, North Carolina History, and World Civilizations I and II provide a solid foundation of knowledge. The Elective Courses (9 semester hours) provide each student with the opportunity to select advanced History courses in areas of personal or professional interest. Six semester hours of this Academic Concentration count toward the University's General Education requirements. Students seeking licensure to teach in the public schools of North Carolina are encouraged to select courses dealing with modern history.

	Sem. Hrs.
Required Core Courses	15
HST 101, 102, 114, 115, 317	
Elective Courses:	9
The student chooses, **with the consent of his/her advisor**, three (3) courses from the following: HST 305, 306, 310, 314, 315, 316, 321, 323, 327, 329, 332, 341, 344, 361, 362,372, 373, 374, 375, 380, 382, 384, 386, 394, 407, 410, 413, 421, 422, 427, 430, 432, 433, 445, and 446.	
	Total: 24

Students seeking Middle Grades (6-9) licensure in the Social Studies must complete, in addition to the Academic Concentration, a program of collateral courses in the Social Sciences. See below for information concerning Middle Grades licensure in Social Studies.

Academic Concentration in American Studies

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the History Department coordinates a multidisciplinary Academic Concentration in American Studies. This Academic Concentration is available to other students, regardless of major. The required Core Courses (12 semester hours) provide an essential foundation and an introduction to the discipline of American Studies. The Cultural Studies Elective Courses (12 semester hours) require students to select from four multidisciplinary categories for breath of knowledge.

	Sem. Hrs.
Required Core Courses AST 201, 401; HST 101, 102	12
Cultural Studies Elective Courses* 1 Aesthetic Elective 1 Ethnic/Gender Elective, 1 Historical Elective, 1 Social Science Elective	12
	Total: 24

*Students should see the description of the American Studies Major for further information. Students planning to pursue an Academic Concentration in American Studies should consult with the American Studies Coordinator in the Department of History.

MIDDLE GRADES (6-9) LICENSURE IN SOCIAL STUDIES

Students majoring in Middle Grades Education (6-9) are required to complete two teaching concentrations and an academic concentration. For a detailed description of the program of study in Middle Grades Education, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

The Social Studies Program (Grades 6-9) provides the prospective Middle Grades teacher with a balanced interdisciplinary program of study in History and the Social Sciences. Designed specifically to meet the guidelines established by the North Carolina Department of Public Instruction and to prepare licensure candidates to teach the Social Studies subjects prescribed for the public schools of North Carolina, the comprehensive program features study in Anthropology, Economics, Geography, History, Political Science, and Sociology.

Students seeking Middle Grades (6-9) Licensure in the Social Studies must consult the Social Studies Education Program Coordinator in the History Department before registering for either history or social science courses.

For students who select an Academic Concentration in History, the Middle Grades (6-9) licensure program in the Social Studies consists of two parts: the Academic Concentration in History and collateral courses in the Social Studies that satisfy State Department of Public Instruction guidelines. Eighteen hours of the coursework required for this program may be applied to the University of North Carolina at Pembroke's General Education requirements.

Academic Concentration in History (24 hours)	Sem. Hrs.
Required Core Courses HST 101, 102, 114, 115, 317	15
Guided Elective Courses (9 sem hrs): The student, **after consultation with the Social Studies Education Program Coordinator**, will choose three (3) courses from the following. HST 305, 306, 310, 314, 315, 316, 321, 323, 327, 329, 332, 341, 344, 361, 362, 372, 373, 374, 375, 380, 382, 384, 386, 394, 407, 410, 413, 421, 422, 427, 430, 432, 433, 445, and 446.	9

Collateral Courses in the Social Sciences (18 sem hrs):	Sem. Hrs.
ECN 100, 202*, or 203*	3
PSPA 100 or PSPA 101*	3
GGY 101, 102, or 200 and GGY 115	6
SOC 105, 201	6
SSE 365	3

*These courses are the strongly preferred options.

Students who select a social science Academic Concentration other than History and who seek Middle Grades (6-9) Licensure in the Social Studies, should consult the Social Studies Education Program Coordinator in the History Department before registering for either History or Social Science courses.

Combined Licensure (6-9, 9-12)

Students seeking Middle Grades (6-9) Licensure in the Social Studies may wish to consider combining it with 9-12 Social Studies licensure. With careful planning and advisement, a student will be able to complete both programs, thereby enhancing his/her prospects for employment. Students interested in combining 6-9 Social Studies Licensure with 9-12 Licensure in the Social Studies should consult the Social Studies Education Program Coordinator in the History Department.

MINORS

Requirements for a Minor in History

18 hours of history, of which 12 hours must be in 300 and 400 level courses.

Requirements for a Minor in American Studies	Sem. Hrs
Core Requirements	12
AST 201, AST 401, HST 101, HST 102	
Cultural Studies Elective Courses	6
Any two designated American Studies elective courses	
	Total: 18

Students should see the description of the American Studies Major for further information.

COURSES

AMERICAN STUDIES (AST)

AST 201. In Search of Our National Identity: An Introduction to American Studies

An introduction to the field of American Studies through investigation of major works, through the examination of important issues, and through the interpretation of the various methods and approaches used in the study of the development of American history and culture. Exploration of the theme of a national culture will be central to this course. Fall or Spring. Credit, 3 sem. hrs.

AST 401. American Studies Senior Seminar

A capstone course through which American Studies majors are able to bring together, assimilate, and synthesize information learned from their core and interdisciplinary courses. Students will be provided a more in-depth study of the theories, methodologies, and literature in the field, as well as an opportunity to apply their own knowledge and understanding to a variety of topical issues. Spring or Fall. Credit, 3 semester hours.

HISTORY (HST)

GENERAL EDUCATION COURSES

HST 101. American Civilizations to 1877

A survey of the major political, economic, social, and cultural developments in the United States to 1877, with some attention to Canada. Fall, Spring. Credit, 3 semester hours.

HST 102. American Civilizations since 1877
A survey of the major political, economic, social, and cultural developments in the United States since 1877, with some attention to Canada. Fall, Spring. Credit, 3 semester hours.

HST 110. History of the American Indian to 1865 (AIS 110)
A survey of North American Indian history from arrival in the Western Hemisphere to 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Fall, Spring. Credit, 3 semester hours.

HST 111. History of the American Indian since 1865 (AIS 111)
A survey of North American Indian history since 1865, with emphasis on intertribal and Euro-American relationships, prominent personages, political and economic developments, and adaptation to White culture. Fall and Spring. Credit, 3 semester hours.

HST 114. World Civilizations to 1500
A survey of the birth and diffusion of world civilizations from "pre-history" to 1500, with attention to major cultural, social, economic, and political trends within each civilization. The emergence of European civilization is set within a larger framework of civilizations in Africa, Asia, and Latin America, and interactions between or among civilizations are stressed. Fall, Spring, Summer. Credit, 3 semester hours.

HST 115. World Civilizations since 1500
A survey of world civilizations from 1500 to the present, with attention to major cultural, social, economic, and political trends within each civilization. Emphasis is given the interaction between an expanding European civilization and non-Western civilizations in Africa, Asia, and Latin America. Fall, Spring, Summer. Credit, 3 semester hours.

UNITED STATES AND CANADIAN HISTORY

HST 305. The American Colonies
This course examines British North America from the founding of its colonies to the conclusion of the French and Indian War. It focuses on Britain's exploration and settlement of North America, the Anglo-American relationship, the forces shaping the colonies' development, the evolution of American politics, the impact of war, and the nature of intellectual and spiritual life. Fall or Spring. Credit, 3 semester hours.

HST 306. Revolution and the Young Republic
Between 1763 and 1815, Americans fought two major wars, won their independence, established one national government only to replace it by another, expanded rapidly into the west, and laid the foundation for a lasting democracy. This course examines the origins and impact of the American Revolution, constitution and nation-making, the evolving political culture, and the meaning of the Revolution for various groups in the early republic. Fall or Spring. Credit, 3 semester hours.

HST 310. Civil War, and Reconstruction
The course addresses the pivotal events in the two decades before the first shot of the Civil War was fired, the military, political, and social history of the Civil War, and the aftermath of emancipation in the southern states. In addition, attention is paid to the Reconstruction era when the southern states constructed new governments and reentered the Union. Fall or Spring. Credit, 3 semester hours.

HST 314. The Gilded Age and Progressivism
In the years 1877-1929, the United States initiated a rapid transition form an agricultural nation to an industrialized one. This course will examine the construction of railroads, the rise of business tycoons, eruptions of labor unrest, and the arrival of millions of European immigrants. Two significant political movements, Populism and Progressivism, emerged to grapple with these changes and greatly influenced subsequent political ideas. Fall or Spring. Credit, 3 semester hours.

HST 315. War, Prosperity, and Depression, 1912-1945
An analysis of political, economic, and social conditions from 1912-1945. Fall, Spring. Credit, 3 semester hours.

HST 316. Recent America, 1945-Present
An analysis of political, economic, and social conditions since 1945. Fall, Spring. Credit, 3 semester hours.

HST 317. History of North Carolina
A study of selected phases of the development of North Carolina from its colonial beginnings to the present. Fall, Spring. Credit, 3 semester hours.

HST 341. U.S. Economic History (ECN 341)
A thematic study of the economy of the United States from colonization to the present. Spring. Credit, 3 semester hours.

HST 361. African-American History to 1863
The course begins with a discussion of modern slavery and its introduction into the Western Hemisphere with special emphasis on the continent of North America. In addition, it examines the differing patterns of slavery in the north and south, slave revolts, and slave culture until Emancipation in 1863. Fall or Spring. Credit, 3 semester hours.

HST 362. African-American History from Emancipation to the Present
The course starts with the Emancipation Proclamation and traces the triumphs and challenges encountered by African Americans during Reconstruction and studies the emergence of Jim Crow legislation in the South. Attention is also devoted to the creation of various civil rights organizations and leaders, key Supreme Court decisions, federal laws, and the turbulent decade of the 1960s, and the modern civil rights movement. Fall or Spring. Credit, 3 semester hours.

HST 380. Women and the Development of U.S. Society
An examination of the field of women's history and a study of significant aspects of women's participation in the social, economic, and political development of the United States from colonization to 1870. Fall. Credit, 3 semester hours.

HST 382. Growing Up American
An historical investigation of continuity and change in childhood as a life stage, with emphasis on patterns in the experience of growing up in the United States and the social construction of adolescence during the 20th Century. Spring. Credit, 3 semester hours.

HST 394. History of Canada
A study of Canada from the early explorations and settlements to the present with special emphasis on the French and British in Canada, the advance from self-government to Confederation, and the relations of Canada with the United States and the British Commonwealth. Fall, Spring. Credit, 3 semester hours.

HST 406. U.S. Military History (MSC 421)
An historical study of United States military operations, policies, institutional growth, and administrative and technological developments from colonial times to the recent past. Fall or Spring. Credit, 3 semester hours.

HST 407. Women in U.S. History, 1870-Present
A study of significant aspects of continuity and change in the lives of U.S. women since 1870, including the structure of the female life cycle, women's legal status, educational opportunities, health and beauty, social concerns and activism, paid and unpaid labor patterns, and societal concerns about women. Fall or Spring. Credit, 3 semester hours.

HST 410. Themes in U.S. Social History
A thematically-organized study of the methods and questions of social history, an historical subfield which examines the lives of ordinary people and analyzes the diversity of their experiences. Topics are selected to incorporate themes central to social historians' research: social stratification, community, region, and citizenship. Fall or Spring. Credit, 3 semester hours.

HST 413. History of U.S. Foreign Policy
A study of the major trends, issues, and problems in U.S. foreign policy. Fall, Spring. Credit, 3 semester hours.

EUROPEAN HISTORY

HST 321. Ancient History
A survey of ancient history from the beginnings of civilization to A.D. 500. Fall. Credit, 3 semester hours.

HST 323. The Middle Ages
A survey of the development of western cultures from the fall of Rome to the Renaissance. Fall. Credit, 3 semester hours.

HST 327. Early Modern Europe, 1500-1789
A survey of European history from the Renaissance to the French Revolution. Fall. Credit, 3 semester hours.

HST 329. Revolution, Liberalism, and Nationalism in Europe, 1789-1914
A survey of European civilization from the French Revolution to the outbreak of the First World War. Spring. Credit, 3 semester hours.

HST 332. Twentieth Century Europe
A study of conflict and cooperation in an era of global war, with emphasis on the interaction of democracy, communism, fascism, and imperialism. Spring. Credit, 3 semester hours.

HST 337. Modern European Economic and Social History
A survey of the European economy and social classes from the birth of capitalism to the present. Fall, Spring. Credit, 3 semester hours.

HST 417. Modern English History
A survey of the major English history developments from the Tudor Dynasty (1485) to the present. Fall, Spring. Credit, 3 semester hours.

HST 421. History of Modern Germany, 1866 to the Present
An analysis of German history from Bismarck to the present, with special emphasis on the unification of Germany, the two world wars, the Nazi Revolution, and the problem of a united Germany. Fall, Spring. Credit, 3 semester hours.

HST 422. The Second World War
A thorough investigation of the origins and course of the Second World War in both the European and Pacific Theaters, with emphasis on the ideological, diplomatic, strategic and military developments that shaped the conflict. Fall, Spring. Credit, 3 semester hours.

HST 427. Modern European Cultural History
A study of the lives and works of selected thinkers, writers, and artists who represent the European cultural and intellectual tradition from the Renaissance to the present. Emphasized are the Renaissance, the Reformation, the Enlightenment, movements of thought during the 19th century, and the crisis of European culture which begin at the end of the 19th century. Fall or Spring. Credit, 3 semester hours.

HST 430. Nazi Germany (1933-1945)
An interdisciplinary history and analysis of Nazi Germany (1933-1945), emphasizing aspects of political, social, cultural, and intellectual life as well as the legacy of Nazism, including historiography. Fall or Spring. Credit, 3 semester hours.

HST 432. A History of Imperial Russia from 1682 to 1917
An examination of Russia's political, social, economic, and cultural development from the reign of Peter the Great to the fall of the Romanovs in February 1917. Fall, Spring. Credit, 3 semester hours.

HST 433. A History of Russia Since 1917
An examination of Russia's development from the 1917 revolution to the present day, with special emphasis on Leninism, Stalinism, and post-Stalinism. Fall, Spring. Credit, 3 semester hours.

ASIAN, AFRICAN, AND LATIN AMERICAN HISTORY

HST 344. History of the Modern Far East
A history of China, Japan, and Korea, with special attention to the problems of modernization. Fall, Spring. Credit, 3 semester hours.

HST 345. The United States and the Far East
A study of the major factors and the processes concerning American involvement in the Far East from the beginning of the Republic to the present; to include the nature of the international system in the Far East and changing American interest and policies in the region. Fall or Spring. Credit, 3 semester hours.

HST 372. History of South Asia
A study of the Indian subcontinent with an emphasis on cultural, social, and economic aspects; the Moslem and Mogul eras; the British period; and events since 1945. Fall. Credit, 3 semester hours.

HST 373. Comparative Asian Civilizations
A comparative survey of the development of Asian civilizations from the Neolithic Age to the present. Fall or Spring. Credit, 3 semester hours.

HST 374. History of Islam
An historical study of the development and growth of Islam from its origins to the present with an emphasis on its expansion into Asia, North Africa, sub-Sahara Africa, and Eastern Europe. Fall or Spring. Credit, 3 semester hours.

HST 375. History of Sub-Sahara Africa
An exploration of the political, social, and economic history of sub-Sahara African civilizations from antiquity to the present. Fall or Spring. Credit, 3 semester hours.

HST 384. Colonial Latin America
An examination of the Spanish and Portuguese Empires in the Western Hemisphere through the wars for independence. Fall. Credit, 3 semester hours.

HST 385. Indians of Latin America (AIS 324)
A study of the history, culture and contemporary achievements of the Indians residing south of the Rio Grande. Fall. Credit, 3 semester hours.

HST 386. Latin America Since Independence
An examination of Latin America from Independence to the present. Emphasis will be placed on the historic antecedents of current events and Latin America's place in world affairs. Spring. Credit, 3 semester hours.

HST 445. Pre-Modern Middle East
A history of the Middle East from 500 to 1730 AD. Significant topics will include the birth of Islam, the Arab empires, Medieval political, economic, and intellectual developments, the Crusades, the rise of the Ottoman and Safavid Empires, and the impact of European modernization on the early modern Middle East. Credit, 3 semester hours.

HST 446. History of the Modern Middle East
A study of the major trends and issues in the Middle East in the modern world. Fall, Spring. Credit, 3 semester hours.

SEMINARS IN HISTORY

HST 300. Introduction to the Study of History
An introduction to key historical concepts and skills, such as the nature and types of History; historical periodization; the reading and analysis of primary and secondary sources; research, writing, and docu-

mentation styles; the basic use of computers for historical research and writing; and History as a profession. The course is required for History majors, and it should be taken as soon as possible after the major is declared. Fall, Spring. Credit, 1 semester hour.

HST 451. Senior Seminar

A study of special problems in a selected area of history with emphasis on historiography, methods, research, and writing skills. Fall. Credit, 3 semester hours. PREREQ: 2.0 QPA in history courses taken, and completion of 15 hours of advanced history courses.

TOPICS IN HISTORY

HSTS 400, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 415, 416, 417, 418, 419, 420, 422, 423, 424, 425, 426, 430, 435, 455, and 457.

Each of these courses will focus on a topic of general interest and explore it in detail; the topic will be announced in the schedule of courses. Possible topics include: Revolution in the Modern World; Hitler and Nazi Germany; and the American Civil War. Students may take only one course on the same topic for credit. For a list of all topics courses, see the Department Chair. Fall, Spring. Credit, 3 semester hours.

SPECIAL ADVANCED COURSES

HST 370. Introduction to Public History

An introduction to the operation and problems of historical agencies, problems of preservation and exhibition, archives management, historical editing and publishing, historical sites, and the techniques and processes of public history. Fall. Credit, 3 semester hours. PREREQ: Permission of instructor.

HST 399. Directed Reading in History

Directed reading under the guidance of instructor. Fall, Spring. Summer. Credit, 1-3 semester hours. PREREQ: Permission of instructor, completion of all lower division history requirements, and six hours of advanced history.

HST 402. Colloquium: Selected Topics in American History

An investigation into selected topics in American history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Fall, Spring. Credit, 3 semester hours. PREREQ: Permission of instructor.

HST 426. Colloquium: Selected Topics in European History

An investigation into selected topics in European history through reading significant books, discussions, and supplementary reports. The focus of the course will be determined by the specialization of the instructor. Fall, Spring. Credit, 3 semester hours. PREREQ: Permission of instructor.

HST 455. Historical Sites Study

A conducted tour of selected historical sites with an emphasis on a particular period or geographical area of history. Cannot be used to satisfy requirements for history major. Summer. Credit, 2-6 semester hours. PREREQ: Permission of instructor.

HST 483. Workshop: Selected Topics in History

A workshop designed to assist pre-service and in-service teachers in expanding their conceptual understanding of a selected topic in history. Instruction will center on an in-depth investigation of the announced topic; special attention will be given to the problem of relating the announced topic to the secondary Social Studies curriculum in North Carolina. Summer. Credit, 3 semester hours.

HST 499. Independent Study in History

Directed reading and research under the guidance of the instructor in a specific area or problem in history. Scheduled only with the approval of the Chair of the Department. Fall, Spring. Credit, 1-3 semester hours. PREREQ: Permission of the Department.

SOCIAL STUDIES EDUCATION (SSE)

The courses in Social Studies Education are designed to help prospective teachers develop the competencies needed in the classroom. These courses should be taken only after the student has given careful consideration to career objectives. The Social Studies Education courses are not history courses; they cannot be used to meet history requirements.

SSE 300. Introduction to Teaching Social Studies

A survey of past and present trends in social studies education; an introduction to the social studies curriculum and instructional technology, including current computer applications; and a minimum of 25 hours of early field experiences for prospective social studies teachers. Credit, 3 semester hours. PREREQ: EDN 302 and 15 semester hours in history and social sciences with a 2.5 average (QPA). *Required of history majors seeking licensure.*

SSE 365. Content and Techniques of Social Studies

A comprehensive study of the nature, scope, objectives, source materials, and methodologies of the social sciences that comprise social studies education (anthropology, economics, geography, history, political science, and sociology). The student is required to review representative print, audio, and software curriculum materials and integrate the concepts, sources, methods, and technologies appropriate for the 6-9 or 9-12 social studies curriculum. Credit, 3 semester hours. PREREQ: EDN 302, fifteen semester hours in history, and formal admission to the Teacher Education Program or permission of the instructor. *Required of secondary and middle grades social studies licensure candidates.*

SSE 400. Methods of Teaching Social Studies (EDN 400)

Materials and basic teaching strategies employed in teaching social studies. Fall, Spring. Credit, 3 semester hours. PREREQ: SSE 300, 365 and 30 hours in history with a 2.5 quality point average. *Required of history majors seeking licensure.*

SSE 448. Internship in Social Studies in the Secondary School

Provides continuous full-time teaching internship experiences in an off-campus public school setting. Pass/Fail grading. Fall, Spring. Credit, 6-9 semester hours. PREREQ: SSE 400.

GRADUATE COURSES

In addition to courses of study listed in this section, the Department of History coordinates a Master's degree program in Social Studies Education and offers graduate courses in Social Studies Education and History for this and other graduate programs. See the Graduate Programs section of this catalog for a description of these programs and courses.

MASS COMMUNICATIONS

Interim Chair: Jamie Litty

Anthony R. Curtis	Judith Curtis	Michael DeCinti
George Harrison	George Johnson	Sara Oswald

The Department of Mass Communications combines into a single liberal arts program concentrations in Television Broadcasting, Print Journalism, and Public Relations.

Students who elect to participate in this program will choose academic courses in the specific concentration selected—Broadcasting, Journalism, or Public Relations — as well as the opportunity to become involved with WNCP-TV, the University's public affairs television station, or *The Pine Needle*, the campus newspaper.

All students enrolled in the Mass Communications program take 18 hours of core major courses, including Writing for the Media, Mass Communications Research, Law and Ethics of Public Communications, and Introduction to Mass Communications. All Mass Communications majors also are expected to write a senior thesis and complete an internship in their concentration.

BACHELOR OF SCIENCE IN MASS COMMUNICATIONS

Requirements for a Bachelor of Science Degree in Mass Communications: (Broadcasting, Journalism, Public Relations)	Sem. Hrs.
Freshman Seminar	1
General Education Program	44
Core Major Courses: MCM 210, 240, 405, 413, 436, 455	18
Courses required for Concentration*	15
Electives	42
	Total: 120

*Concentrations in Broadcasting, Journalism, and Public Relations

For each concentration, five courses in the appropriate area are required. Consult the department chair for specific information about program requirements.

MINORS

Requirements for a Minor in Journalism

6 hours from: MCM 240, JRN 305, 317, 350, 390

12 additional hours from the following:

JRN 306, 340, 400; MCM 210; PRE 209, 214;
ENG 211, 212, 242, 243, 244 (1 credit each); ENG 277, 370 **Total: 18**

Requirements for a Minor in Public Relations Communication

Choose 18 hours, at least 6 at 300-400 level: MCM 210, 240; PRE 209, 214, 350, 407, 409; JRN 305; BRD 316; SPE 100 or 101 **Total: 18**

CO-OFFERED ELECTIVE TRACK

Media Integration

An interdisciplinary series of courses in the visual and musical arts.

Choose from MCM 380, 458, 480

COURSES

MASS COMMUNICATIONS (MCM)

MCM 210. Introduction to Mass Communications

Examination of channels used to communicate with mass audiences in the United States, with emphasis on changes in newspaper, network radio, network television, and magazines since 1920. Fall, Summer. Credit, 3 semester hours

MCM 240. Writing for the Media
An introduction to journalistic writing with emphasis on both the inverted pyramid and feature styles of writing for all students majoring in Broadcasting, Journalism, and Public Relations. Fall. Credit, 3 semester hours.

MCM 380. Media Integration (ART 380, MUS 380)
Media Integration is a cooperative, cross-listed course taught by the faculty from the Art, Music, and Mass Communications Departments. The purpose of this course is to offer an interdisciplinary, team-taught curriculum that integrates digital video, audio, animation, and graphics in a student-centered studio environment. As announced. Credit, 3 semester hours.

MCM 405. Law and Ethics in Public Communication
Legal and ethical considerations as they apply to the daily work of media practitioners. Emphasis on codes of ethics, professional codes, and state, federal, and local law. PREREQ: MCM 210, 240. Spring. Credit, 3 semester hours.

MCM 413. Internship in Mass Communications
Practical application of the principles of broadcasting, journalism, and public relations in the workplace. Interns will work in broadcasting stations, newspapers, public relations offices, and related sites under the supervision of experienced professionals. Interns will write papers evaluating their experiences as they relate to MCM courses. PREREQ: Consent of instructor. May not be taken by non-MCM majors. Fall, Spring, Summer. Credit, 3 semester hours.

MCM 414. Internship in Mass Communications
A second internship which MCM majors may take as an elective. It is not part of the Core Course requirement. Same requirements and prerequisites as MCM 413. Fall, Spring, Summer. Credit, 3 semester hours.

MCM 436. Mass Communications Research: Tactics and Strategies
Examination of the critical role of information gathering and reporting in the field of mass communications. Emphasis on information acquisition, ethical information utilization, and preparing a major paper on a selected topic. PREREQ: MCM 210, 240. Fall. Credit, 3 sem. hours.

MCM 455. Senior Thesis
An independent study project culminating the student's sequence of studies with a substantive research project resulting in a major paper or comparable original work. The project is designed by the student and his/her research director. Fall, Spring, Summer. Credit, 3 semester hours.

MCM 458. Media Integration Production (ART 458, MUS 458)
This course is an opportunity for further interdisciplinary study in MI. Projects and assignments emphasize the production of digital content for multimedia projects. Products will be from the areas of still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Students will have intensive hands-on experience in each area, resulting in an understanding of the techniques and concepts involved in the design and implementation of multimedia projects. Both individual and group assignments can be expected. Credit, 3 semester hours. PREREQ: ART/MCM/MUS 380

MCM 466. Media and Culture
An assessment and examination of the current status of mass media and their impact on contemporary American culture and society. Fall. Credit, 3 semester hours.

MCM 480. Projects in Media Integration (ART 480, MUS 480)
This course is an opportunity for advanced interdisciplinary study in MI. Assignments emphasize the design and integration of digital content for multimedia projects. Students will propose and prototype a project and participate in the team development of a final project. Students will also be assigned roles in the creative decision-making and work involved in proposals under development and/or consideration in the UNCP Media Integration Project. Students' products will be expected to relate to the three

essential aspects of the University mission—teaching, research, and service—and have the potential to serve as professional examples for student portfolios. Credit, 3 semester hours. PREREQ: ART/MCM/MUS 458

MCM 499. Independent Study in Mass Communications

Individual study directed by consenting instructor. Advanced study topic, research project, or creative project chosen to meet individual student needs. May be repeated for a maximum of six credit hours. PREREQ: 2.0 QPA and permission of instructor and department head. Credit, 3 semester hours.

MCMS 4xx. Special Topics in Mass Communications

Contemporary and advanced subject matter in the field. Topics to be announced. May be repeated to a maximum of 6 hours provided no topic is repeated. PREREQ: MCM 210, 240.

BROADCASTING (BRD)

BRD 161, 162, 261, 262, 361, 362, 461, 462. Television News Show Production

A laboratory for students to learn and demonstrate skills in producing a live television news program. Student obligations vary, from writing/reporting, directing, editing, camera, audio, and other activities. Pass/Fail grading. Fall, Spring. Credit, 1 semester hour each.

BRD 171, 172, 271, 272, 371, 372, 471, 472. Webcasting

A vehicle for students to learn the various tasks involved in producing a live webcast of campus events. Basketball games and other events will be webcast. Pass/Fail grading. Fall, Spring. Credit, 1 semester hour each.

BRD 260. Basic Videography

This course provides a foundation in single-camera field production and editing in traditional or new media formats. Fundamental aesthetics, technology, and techniques for camera, lighting, sound, and editing will be emphasized, and students will be introduced to preproduction planning, including storyboards and scripts. Fall, Spring. Credit, 3 semester hours.

BRD 312. Broadcasting Programming

The history, development, and impact of broadcast programming. Attention is paid to program creation, survival, and audience attitudes/ratings. Analysis of current programming is included. Overview of basic programming development at both local and network levels. Both television and radio programming formats included. Spring. Credit, 3 semester hours. PREREQ: MCM 210 or consent of instructor.

BRD 313. Broadcast Copywriting

Theory and technique of writing broadcast scripts, to include scripts of dramas, interviews, documentaries, and advertisements or promotions. Will include both study and practical application of techniques discussed. Script formats for radio and television included. Fall. Credit, 3 semester hours. PREREQ: MCM 240.

BRD 314. Broadcast Journalism

The theory and practice of broadcast news, to include covering local and national news and public affairs for radio and televisions. Emphasis will be on gathering and production for broadcast news. Writing for broadcast sports and weather will also be covered. Spring. Credit, 3 semester hours. PREREQ: MCM 240.

BRD 316. Television Production

Basic theory and practice of studio operations in television, with a laboratory experience in the use of microphones, cameras, recorders, switchers, editing systems, and related equipment. 3 hours lecture, 3 hours lab. Fall, Spring. Credit, 3 semester hours. PREREQ: MCM 210.

BRD 402. Computer Animation and Graphics

Introduction to character generation, digital paint, and 3D animation. Theory of animation and graphics applicable to television and multimedia systems. Each student produces a video containing animation and graphics using various digital content creation tools. Fall. Credit, 3 semester hours.

BRD 408. Broadcast Management and Law
Study of the social, economic, and legal responsibilities of management in the broadcasting station. Attention will be given to the managerial function of the broadcasting executive. The socio-political control of broadcasting to include local, state, and federal regulation of the industry. Emphasis will be placed on the unique place of broadcasting among the media in terms of regulation. Fall. Credit, 3 semester hours.

BRD 416. Broadcast Advertising and Sales
Production of successful broadcast advertising campaigns. Emphasis on creative, practical solutions to problems in broadcast advertising. Fall. Credit, 3 semester hours.

BRD 419. Advanced Television Production
An advanced study and practice of television with studio experience in solving the problems of production, design, direction, and performance. 3 hours lecture, 3 hours lab. Fall, Spring. Credit, 3 semester hours, PREREQ: BRD 316

BRD 420. Advanced Broadcast Journalism
Emphasizes integration of television news and television studio production, plus localizing national and international news and reworking public relations material for TV newscasts. Content of program will continue to promote understanding of Native American and African American culture in the Pembroke area. Fall. Credit, 3 semester hours.

JOURNALISM (JRN)

JRN 182, 183, 184, 282, 283, 284. Yearbook Production
Experience in the details of producing an extended feature publication through work on the UNC Pembroke yearbook, the *Indianhead*. Activities will include theme development, layout design, feature writing, photography selection/cropping, entering/editing copy at the computer, art work, and general production work. Pass/Fail grading. Fall, Spring. Credit, 1 semester hour each.

JRN 191, 192, 291, 292, 391, 392, 491, 492. Student Newspaper Production
Experience in producing a student newspaper, *The Pine Needle*. Reporting, news and feature writing, editing, layout, photography, typesetting, circulation, and other activities will be offered. Pass/Fail grading. Fall, Spring. Credit, 1 semester hour each.

JRN 305. Feature Writing
The writing of articles in-depth for newspapers and magazines. A practical course that ranges widely in terms of possible prose writing experience. Spring. Credit, 3 semester hours. PREREQ: MCM 240.

JRN 306. News Editing/Typography
Duties of the newspaper copy editor, editing techniques, headline and cutline writing, cropping of photography, use of headline schedules, stylebooks and directories. Trends in the design of newspaper pages. Fall. Credit, 3 semester hours.

JRN 309. Editorial Writing
The study and analysis of editorial writing in major newspapers with special emphasis on principles and practices. Students will actually write editorials for publication. Fall. Credit, 3 semester hours. PREREQ: MCM 240.

JRN 317. History of American Journalism
A consideration of the inventions, events, and people shaping and influencing journalism in this country. The course will include topics ranging from the invention of the printing press to present-day journalistic practices and personalities. Spring. Credit, 3 semester hours.

JRN 340. Newswriting and Reporting II
Designed to familiarize the student with the total range of reporting possibilities. Each term a field of specialization will be chosen for emphasis. Also introduces copy-reading and news editing. Spring. Credit, 3 semester hours. PREREQ: MCM 240 or permission of instructor.

JRN 400. Sports Reporting

A consideration of contemporary sports reporting, including trends and philosophies of sports reporting; writing for major and minor sports; interviewing; features; columns; and legal aspects of sports reporting. Spring. Credit, 3 semester hours. PREREQ: MCM 240.

PUBLIC RELATIONS (PRE)

PRE 209. Public Relations

An introduction to public relations as a part of mass communications, with emphasis on the publicity process, especially writing for newspapers and broadcasting stations. Spring. Credit, 3 semester hours.

PRE 214. Photography for Public Relations

Still photography in mass communications, especially public relations. Still photo techniques. How the public relations professional can work with professional photographers or take his/her own pictures, especially for company publications. The slide-sound show. A simple still camera and film processing are required. Spring. Credit, 3 semester hours.

PRE 324. Print Advertising

Newspaper and magazine advertising, with emphasis on public relations advertising and public service advertising. Role of the marketing plan in developing public relations and advertising campaigns. Increasing use of public relations and advertising in promotional campaigns. Spring. Credit, 3 semester hours.

PRE 345. Computer-Assisted Editing and Publication Design

Using computers to edit publications copy and to design newsletters, brochures, pamphlets, and similar printed material. Spring. Credit, 3 semester hours. PREREQ: Consent of instructor.

PRE 350. Organizational Communications

Communication between an organization and its internal publics, especially employees, students, and clients. Study of the behavior of people and their relationships in organizations and how that behavior can be understood, anticipated, coped with, and improved. Fall. Credit, 3 semester hours.

PRE 407. Public Relations Media

Major forms of public relations writing: news and feature releases, replies to complaint letters, public service announcements, documentaries, copy for video news releases, inverted and magazine forms of news writing, annual reports, and newsletters. Fall. Credit, 3 semester hours. PREREQ: PRE 209, MCM 240.

PRE 409. Advanced Public Relations

Specialized public relations programs, including press relations, community affairs, investor relations, and legislative relations. Emphasis on analyzing and presenting public relations case studies and problems. Credit, 3 semester hours. PREREQ: PRE 209, 407.

MATHEMATICS AND COMPUTER SCIENCE

Chair: William H. Campbell

Donald E. Beken
Linda Hafer
Mary Klinikowski*
Leszek Piatkiewicz
Guo Wei
Steven D. Bourquin
Gangadhar R. Hiremath
Raymond Lee
Mary Russell
Laszlo Zsilinszky
Joseph W. Goldston
Deok-Hyun Hwang
Charles Lillie
William Truman**

*Undergraduate Mathematics Education Coordinator
**Graduate Mathematics Education Coordinator

Mathematics has been central to human achievement for over three thousand years. Important to both man's intellectual achievements and his technological advancements. Many of the theoretical studies in mathematics have evolved and have been refined over a long period of time. Many of the practical aspects of mathematics have become evident with the advancement of calculators and computers. Computer technology is assuming a major role in society. Clearly, the computer revolution has just begun. Many of the problems computer scientists and others will be expected to solve in decades to come have not yet been considered. As such, computing has evolved into a science covering the study of languages, programming, and theoretical concepts. The Department offers courses covering both the intellectual and practical sides of mathematics, the ground between, and digital computing.

A student of the Department of Mathematics and Computer Science has the opportunity of earning a Bachelor of Science degree (B.S.) in either Mathematics or Computer Science or a Master's degree in Mathematics Education. The Mathematics major also may choose to gain licensure to teach mathematics at the secondary level, or to follow a track in computer science. The computer science major may also acquire concentrations in mathematics, chemistry, physics, or business. The Department offers minors in both mathematics and computer science and also cooperates with the Education Department in offering a concentration in mathematics for Middle Grades Education majors.

The Departmental faculty welcomes the opportunity to advise the major and non-major alike. Someone thinking of majoring in mathematics and computer science is especially urged to consult with the Department Chair prior to registering for General Education courses. All majors choose advisors and are urged to consult with them periodically in order to plan and carry out their program of study.

Most non-majors fulfill the General Education requirements in mathematics by taking one of MAT 105, 107 or 108. Well-prepared students may select MAT 109 or 221 for this purpose. *Students who plan a major in mathematics should consult with the Department Chair prior to registering for General Education courses.*

BACHELOR OF SCIENCE IN MATHEMATICS

Requirements for a Bachelor of Science Degree in Mathematics:	Sem. Hrs.
Major in Mathematics	
Freshman Seminar	1
General Education Requirements*	44
Prospective Mathematics Majors should start with MAT 109 and CSC 202 as their General Education courses in mathematics.	
MAT 107 & MAT 108 or MAT 221* may be used in place of MAT 109	
Major Requirements	
MAT 220, 221, 222, 315, 316, 325, 431, CSC 202, and 12 additional sem. hrs. of advanced mathematics (PHY 336 may count for 3 hours)	39
Electives	36
	Total: 120

*If MAT 221 is used for General Education, an additional 300-level or above mathematics course is required.

BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (9-12)

Coordinator: Raymond Lee

Upon successful completion of the program of study in Mathematics Education and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education*	45
Specialty Area	42
MAT 220, 221*, 222, 315, 316, 325,328, 411, 431, 402	
CSC 202	
6 additional hours in advanced mathematics	
Professional Studies	13
EDN 302, 308, 350, 419, 430	
Content Pedagogy	17
MAT 250, 400, 449	
CSC 405	
General Electives	10
	Total: 127

*Prospective Mathematics Education majors should start with MAT 109 as their General Ed. course in mathematics. MAT 107 & 108 or MAT 221 may be used in place of MAT 109. If MAT 221 is used for General Ed., an additional advanced mathematics course (300 or above) is required.

NOTE: Students who desire teacher licensure in Mathematics Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Requirements for a Bachelor of Science Degree in Computer Science	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Note: Prospective Computer Science Majors should start with MAT 109 as their first General Education mathematics course. MAT 107 and MAT 108 or MAT 221 may be used in place of MAT 109	
Major Requirements	41
CSC 155, 215, 255, 275, 325, 355, 365, 375, 395; MAT 221,** 222, 315, 328	
Four courses from one of the following categories:	12-14
Category I: Computer Theory	
Both: CSC 415, 435	
two courses selected from CSC 425, 445, 465, MAT 327, PHY 356	
Category II: Computer Information Systems	
Both: CSC 385, 455;	
two courses selected from CSC 465, MGT 307, 308	
Category III: Computer Engineering	
CSC 200 or CSC 205 and one of CSC 415 or 435;	
two courses from PHY 200, 201, 356, EGR 205	
Electives	20-22
	Total: 120

*Students who plan a major in Computer Science should consult with the Department Chair prior to registering for General Education courses.

**If MAT 221 is used for General Education, an additional advanced mathematics course, 300 or above, is required (MAT 316 is recommended).

ACADEMIC CONCENTRATION

Requirements for an Academic Concentration in Mathematics — Sem. Hrs.

MAT 109 (MAT 107 & MAT 108 may substitute for MAT 109)*
MAT 221, 222, 315, 325, 328, 411, CSC 202

Total: 27

*MAT 107 and 108, or MAT 109, count toward General Education

MIDDLE GRADES (6-9) LICENSURE IN MATHEMATICS

Students majoring in Middle Grades Education (6-9) are required to complete two teaching concentrations and an academic concentration. For a detailed description of the program of study in Middle Grades Education, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Requirements for Licensure in Mathematics for the B.S. in Middle Grades Education(6-9) This program was approved by the National Council for Teachers of Mathematics. — Sem. Hrs.

MAT 107 and 108 or MAT 109,
MAT 210*, 215*, 250, 315, 325, 400, 402, 411, CSC 202

Total: 31-33

*If a student chooses a Mathematics Academic Concentration, then MAT 221, 222, and 328 substitute for MAT 210 and 215 in Middle Grades (6-9) licensure.

MINORS

Requirements for a Minor in Mathematics — Sem. Hrs.

MAT 221, 222, 315, 316; and three additional hours selected from advanced mathematics courses (300 or above) — 18

Requirements for a Minor in Computer Science — Sem. Hrs.

CSC 155, 215, 255, 275; one course from CSC 325 or 355; and at least one additional course from CSC 201, 325, 355, 365, 375, or 385 — 18

COURSES

MATHEMATICS (MAT)

MAT 104. Fundamentals of Mathematics

A study of topics in algebra that are essential for success in college algebra (MAT 107). Content includes solving of linear equations and inequalities as well as systems of linear equations and inequalities. Topics from geometry, polynomials, factoring, rational expressions, and radicals are also studied. (This course does not count toward graduation requirements. Most students will be placed in this course by scores on the Mathematics Placement Test.) Fall, Spring. Credit, 3 semester hours.

MAT 105. Introduction to College Mathematics

Topics from mathematics including sets, logic, algebra, graphs, and functions, systems of linear equations and inequalities, geometry, probability and statistics. Applications of mathematical concepts. Problem solving is emphasized. Fall, Spring, Summer. Credit 3 semester hours. (Credit for MAT 105 will not be allowed if the student has previously received a grade of C or better in a math course with a higher catalog number unless the course is being taken to replace a grade.) PREREQ: MAT 104 or appropriate score on the Mathematics Placement Examination.

MAT 107. College Algebra

A study of the real numbers, algebraic expressions and sets. First and second order equations, and first order inequalities and their graphs. Functions, exponents and logarithms. Fall, Spring, Summer. Credit, 3 semester hours.

MAT 108. Plane Trigonometry
Angular measure, solution of right triangles, trigonometric function values of any angle, fundamental trigonometric relations, graphs of the trigonometric functions, solution of oblique triangles, and logarithmic solution of triangles. Fall, Spring, Summer. Credit, 3 sem. hours. PREREQ: MAT 107.

MAT 109. College Algebra and Trigonometry
Real and complex numbers, set, inequalities, functions and their graphs; polynomials, rational functions, and algebraic functions; exponential, logarithmic, and trigonometric functions. Analytic geometry. Fall, Spring. Credit, 4 semester hours.

MAT 118. Finite Mathematics
Set theory, symbolic logic, permutations and combinations, probability, conditional probability, matrices and systems of equations. Some applications to stochastic processes, Markov chains, linear programming, statistics. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: MAT 107 or equivalent.

MAT 210. Introduction to Statistics
Elementary statistics, descriptive and inferential. Graphing data sets, finding measures of center, position, and dispersion. Probability, linear regression and correlation. Central Limit Theorem, sampling and hypothesis testing, including z-tests, student's tests, F-test, Chi-Square, and ANOVA. The use of calculators and computers is an integral part of the course. Fall, Spring. 3 semester hours. Recommended PREREQ: MAT 107 or equivalent.

MAT 215. Calculus with Applications
Required For: Biology Majors. Not open to Mathematics Majors. A study of functions of one variable; derivatives, integrals and their applications to Biological Sciences and Business. Special attention will be given to exponential functions with respect to growth and decay applications. Topics of multi-variant Calculus will also be included. Fall, Spring. Credit, 4 semester hours. PREREQ: MAT 107 or MAT 109 or equivalent.

MAT 220. Point Set Theory
Introduction to set theory, elementary concepts of the topology of the real line and the plane, elementary logic, and techniques of proof. Mathematics majors should take this course concurrently with Calculus I or Calculus II. Spring. Credit, 3 sem. hours. PREREQ: MAT 107 or MAT 109 or equivalent.

MAT 221. Calculus I
Study of functions of one variable, topics from analytic geometry, limits and continuity; differentiation of algebraic functions; curve sketching; various applications chosen from physics, economics, and optimization. Fall, Spring, Summer. Credit, 4 semester hours. PREREQ: MAT 107 and MAT 108, or MAT 109, or equivalent.

MAT 222. Calculus II
A study of integrals, the definite integral, the fundamental theorem of the calculus, applications of the definite integral. The derivative and integral of exponential, logarithmic, trigonometric and inverse trigonometric functions; and techniques of integration. Fall, Spring, Summer. Credit, 4 semester hours. PREREQ: MAT 221.

MAT 250. Introduction to Teaching Mathematics in the Secondary Schools
Designed to provide an overview of mathematics in the secondary school and early experiences for prospective mathematics teachers. These experiences include a planned program of observational and participatory experience in the mathematics classroom. Spring. Credit, 2 semester hours. PREREQ: EDN 227(302), MAT 221.

MAT 315. Linear Algebra I
An introduction to the theory of vector spaces, linear transformations, systems of linear equations, matrices, inverses, rank, determinants, inner products. Applications of matrices to problems involving systems of equations. Fall, Spring. Credit, 3 semester hours. PREREQ: MAT 222.

MAT 316. Intermediate Calculus
Selected topics from Calculus I and II from an advanced viewpoint. L'Hospital's rule, improper integrals, Taylor's theorem, infinite series. Multi-variable calculus: limits, continuity, partial derivatives, extrema, iterated integrals, and applications. Fall, Spring. Credit, 4 semester hours. PREREQ: MAT 222.

MAT 317. Linear Algebra II
Eigenvalues and eigenvectors, similarity of matrices, reduction of matrices to diagonal form. Cayley-Hamilton theorem, minimum polynomial, Jordan canonical form. Hermitian, unitary, and normal matrices, orthonormal basis, Gram-Schmidt process. Simplification of quadratic forms and other applications. As announced. Credit, 3 semester hours. PREREQ: MAT 315.

MAT 322. Differential Equations
An introduction to ordinary differential equations including classification of solutions to differential equations, existence and uniqueness of solutions, power series methods, initial value problems, and applications. Spring. Credit, 3 semester hours. PREREQ: MAT 316.

MAT 325. Algebra I
Introduction to groups, integral domains, rings and fields, with further study of subgroups, cyclic groups, groups of permutations, isomorphisms and homomorphisms of groups, direct products, and factor groups. Spring. Credit, 3 semester hours. PREREQ: MAT 315.

MAT 326. Algebra II
Further topics in group theory; rings, integral domains, fields, ideals, quotient rings, homomorphisms, direct sums, polynomial rings, extension fields. Fall. Credit, 3 semester hours. PREREQ: MAT 325.

MAT 327. Numerical Analysis
An introduction to the solution of mathematical problems by computational techniques, including both finite and iterative methods and error analysis. Spring. Credit, 3 semester hours. PREREQ: MAT 315, 316, and one high level programming language.

MAT 328. Probability and Statistics I
Probability, sample spaces, counting techniques, random variables, discrete and continuous distribution functions, characteristics functions. Binomial, Poisson, and normal distributions. Central limit theorems. Fall. Credit, 3 semester hours. PREREQ: MAT 222.

MAT 330. Probability and Statistics II
Introduction to common theoretical distributions, central limit theorems, two dimensional random variables, sampling distributions, confidence intervals, hypothesis testing, regression theory and applications. Spring. Credit, 3 semester hours. PREREQ: MAT 316, 328.

MAT 400. Methods of Teaching Mathematics in Middle Grades and Secondary Schools (EDN 400)
Presents modern techniques, methods, materials, and assessment practices in the teaching of mathematics. Directed observation in middle or high school mathematics classes. Laboratory work provides experience in developing lesson plans that utilize materials and methods appropriate for classroom use. *NOTE: This course should precede teaching internship by no more than one academic year. Fall. Credit, 3 semester hours.* PREREQ: MAT 250.

MAT 402. A Historical Development of Mathematics
A study of the development of mathematics in its historical setting from its earliest beginnings to modern times. Note: This course may not be used as an Advanced Mathematics requirements for the Major in Mathematics. Spring. Credit, 3 semester hours. PREREQ: MAT 222.

MAT 411. College Geometry
A rigorous development of metric and synthetic approaches to Euclidean and non-Euclidean geometries using an axiomatic format. Similarities and differences among definitions, axioms, theorems, and

postulates of non-Euclidean geometries will be considered. The relationship of these geometries to Euclidean geometry will also be studied.. Fall. Credit, 3 semester hours. PREREQ or COREQ: MAT 315.

MAT 415. Theory of Numbers

An introduction to the properties of integers, prime and composite numbers, Fermat's Theorem, arithmetic functions, quadratic residues, Diophantine equations, continued fractions and congruences. As announced. Credit, 3 semester hours. PREREQ: MAT 222.

MAT 422. Applied Mathematics

Introduction to mathematical modeling. Techniques and properties of discrete and continuous models. Case studies. Fall. Credit, 3 semester hours. PREREQ: MAT 315 and MAT 322.

MAT 431. Advanced Calculus I

An introduction to modern mathematical analysis with careful attention to topics of elementary and intermediate calculus of one or more variables. Topics include convergence of sequences and series, mean value theorems, the Cauchy criterion, integrability. Fall. Credit, 3 semester hours. PREREQ: MAT 316, and MAT 220.

MAT 432. Advanced Calculus II

A continuation of Advanced Calculus I including such topics as the total derivative of multi-variable functions, transformations of Rn, representations of functions by series and integrals, and uniform convergence. Spring. Credit, 3 semester hours. PREREQ: MAT 431.

MAT 444. Complex Analysis

Complex numbers, analytic functions, conformal mappings, contour integration, Cauchy's theorem and integral formula. Taylor and Laurent expansions, analytic continuation, and Liouville's theorem. As announced. Credit, 3 semester hours. PREREQ: MAT 316.

MAT 449. Internship in Mathematics in the Secondary School

Provides a semester-long full-time teaching experience in an off campus public school setting. Pass/Fail grading, Spring. Credit, 9 semester hours. PREREQ: MAT 400

MAT 499. Independent Study

Offered for mathematics majors on approval of the Department Chair. Credit, 1-3 semester hours.

MATS 4xx. Special Topics (Variable Title)

A study of special topics in mathematics or mathematics education. The selected topics will be an in-depth study of a content area or they will be selected over the breadth of a content area. As announced. Credit, 3 semester hours. PREREQ: Teaching license.

COMPUTER SCIENCE (CSC)

CSC 100. Introduction to Computers

The content of this course includes a discussion of computer hardware, computer software, the history of computing, and typical applications of computers. A significant amount of time is devoted to such applications as word processing, spreadsheets, data bases, and graphics. Additional topics for discussion include a brief introduction to computer languages, effects of computers on society and the individual, data communications, and artificial intelligence. Fall, Spring, Summer. Credit, 3 semester hours.

CSC 155. Foundations of Computing

Overview of the local computing environment. History of digital computers. Introduction to computer organization, data representation, and programming. Fall, Spring, Summer. Credit, 3 sem.hrs.

CSC 200. Introduction to Computer Programming – FORTRAN

A first course in programming using concepts of structural programming and algorithmic analysis with emphasis on scientific applications. Details of structured FORTRAN. As announced. Credit, 3 semester hours. PREREQ: CSC 155, MAT 107, or permission of instructor.

CSC 201. Introduction to Computer Programming – COBOL
A first course in programming using concepts of structured programming and algorithmic analysis with emphasis on data processing applications. Details of the COBOL language. As announced. Credit, 3 semester hours. PREREQ: CSC 155 or permission of instructor.

CSC 202. Microcomputer Programming
A first course in microcomputer programming emphasizing both numeric and string processing, and structured programming. (Visual BASIC and Delphi) using IBM compatible computers. Fall, Spring. Credit, 3 semester hours. PREREQ: CSC 100, or CSC 155, or permission of instructor.

CSC 205. Introduction to Programming—C
A first course in programming the C-Language using concepts of structured programming and algorithmic analysis with emphasis on application. As announced. Credit, 3 semester hours. PREREQ: CSC 155.

CSC 206. Introduction to Programming—Java
A first course in programming Java using concepts of structured programming and algorithmic analysis with emphasis on application. As announced. Credit, 3 semester hours. PREREQ: CSC 155.

CSC 215. Discrete Structures
Discrete structures with applications to Computer Science. Boolean algebra. Sets. Functions and relations. Propositional logic. Induction. Permutations and combinations. Finite state machines. Trees and graphs. Vectors and matrices. Fall, Spring. Credit, 3 semester hours. PREREQ: MAT 109 or equivalent.

CSC 255. Programming and Algorithms I
Introduction to programming. Representation of data, constants, and variables. Arithmetic and logical expressions. Simple I/O. Arrays. Subprograms. Searching, sorting, and merging. Techniques of problem solving. Stepwise refinement. Principles of documentation. Fall, Spring, Summer. Credit, 3 semester hours. PREREQ: CSC 155.

CSC 275. Programming and Algorithms II
Principles of good programming style. Control flow. Debugging and testing. String processing. Further methods of searching and sorting. Recursion. Stacks and linked lists. Records and built-up data types. Fall, Spring, Credit, 3 semester hours. PREREQ: CSC 255 and MAT 109.

CSC 325. Fundamentals of Computer Systems
Computer structure, machine language, assembly language, and addressing modes. File structures and I/O. Memory management. Assemblers, linkers, and loaders. Fall. Credit, 3 semester hours. PREREQ: CSC 215 and CSC 275. CSC 275 is a co-requisite with a B- or better in CSC 255.

CSC 355. Data Structures
Design of algorithms. Graphs, paths, and trees. Analysis of algorithms for internal and external sorting, searching, and merging. Hashing. Algorithms for dynamic storage allocation. Fall, Spring. Credit, 3 semester hours. PREREQ: CSC 215 and CSC 275.

CSC 365. Introduction to Computer Architecture
Basic logic design; sequential circuits; digital storage and access; processor study. Alternate architectures. Spring. Credit, 3 semester hours. PREREQ: CSC 325.

CSC 375. Programming Languages
An introduction to programming languages design and implementation. Survey of several major languages and their features. An emphasis on implementation details. Spring. Credit, 3 semester hours. PREREQ: CSC 275 and CSC 325.

CSC 385. File Processing
File processing environment. Sequential access. External sort and merge algorithms. Random access methods. Trees, lists, inverted lists, multilists. Indexed sequential and hierarchial structures. COBOL language. Spring. Credit, 3 semester hours. PREREQ: CSC 325, CSC 355.

CSC 390. Networking and Communications
An introduction to data communications and networking including multiplexing, TCP/IP, hubs, routers, gateways, network topologies. Also introductory material on the principles of data communication, computer communications architecture, transmission media, analog and digital signal representation, data transmission, error detection and correction, data compression, point-to-point protocols. Other topics as time allows: streaming media protocols, ICANN policies, DNS. As announced. Credit, 3 semester hours. PREREQ: CSC 355, CSC 365

CSC 395. Introduction to Finite Automata
Introduction to formal language theory, finite automata, regular expressions and regular grammars; push-down automata; context-free grammars; and context-sensitive grammars. Fall. Credit, 3 semester hours. PREREQ: CSC 325, CSC 355.

CSC 405. Current Topics in Computers in Education
The application of computer software in the classroom, including integration of software with lesson plans. Additional topics include matching software to the most appropriate hardware. This course is designed as a pre-service course for teachers, and may not be used as an advanced MAT or CSC requirement. It is not to be counted toward the Mathematics Concentration at the Graduate level. As announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

CSC 415. Translators and Compilers
Interpreters, assemblers, and compilers. Grammar, languages, syntax, semantics, and BNF. Parsing and symbol tables. One and two pass assemblers. Design of interpreters and compilers. Large programming project. Spring. Credit, 4 semester hours. PREREQ: CSC 375, CSC 395.

CSC 425. Advanced Software Project
An assigned, individual, in-depth programming project includes design, documentation, and testing. As announced. Credit, 3 semester hours. PREREQ: CSC 325, CSC 355.

CSC 435. Operating Systems
I/O and interrupt structure, procedure activation. Monitors and kernels. System evaluation with elementary queuing, modeling, and statistical analysis. Memory management with paging, virtual memory, and multiprogramming. Process management, semaphores, deadlocks, and schedulers. Large programming project. Fall. Credit, 4 semester hours. PREREQ: CSC 365 and MAT 222.

CSC 445. Design and Analysis of Algorithms
Time and space complexity of algorithms. Survey of various design techniques such as "divide and conquer" and the "greedy" method. Program verification and validation. NP-Complete and NP-Hard problems. As announced. Credit, 3 semester hours. PREREQ: CSC 355, and MAT 222.

CSC 455. Systems Analysis and Design Project
Formal models of structured design and programming. Information hiding. Iterative enhancement. Structure of programming teams. Program libraries, walk-throughs and documentation. Development of a large software project by student teams. Spring. Credit, 4 semester hours. PREREQ: CSC 355.

CSC 465. Database Management Systems
Goals of DBMS including data independence, relationships, logical and physical organizations, schema, and subschema. Hierarchical, network and relational models. Examples of implementation. Data descriptor languages. Query facilities. File organization. Index organization. Data integrity and reliability. As announced. Credit, 3 semester hours. PREREQ: CSC 355.

CSC 495. Seminar in Computer Science
Advanced software topics. As announced. Credit, 3 semester hours. PREREQ: CSC 325, CSC 355, and MAT 222; permission of instructor.

CSC 496. Seminar in Computer Science
Advanced hardware topics. As announced. Credit, 3 semester hours. PREREQ: CSC 325, CSC 355, and MAT 222; permission of instructor.

CSC 499. Independent Study

Open to seniors in Computer Science with a quality point average of 3.0 in the major and with approval of the Department Chair. Required written and oral reports. As announced. Credit, 1-3 semester hours.

GRADUATE COURSES

See the School of Graduate Studies section of the Catalog.

MUSIC

Chair: George R. Walter

Timothy Altman	Larry D. Arnold	Janita K. Byars*
Elizabeth W. Maisonpierre	Jonathan Maisonpierre	Gail Morfesis
Travis L. Stockley	Tracy Wiggins	Gary K. Wright

*Music Education Coordinator

The Department of Music is an accredited institutional member of the National Association of Schools of Music. The mission of the Department of Music is to offer all students who have demonstrated interest and ability in music the opportunity to continue further study either for a profession or an avocation, and to educate students in such a way that they understand and appreciate music not only as an art form with a rich historical and cultural heritage, but as an ongoing, contemporary endeavor that incorporates traditional and technological advancements through individual and group participation.

The goals of the Department of Music are: 1) to provide comprehensive musical training for teachers of vocal and instrumental music; 2) to prepare a student for a career as a teacher in elementary or secondary schools through an understanding and application of the National Standards in Music; 3) to promote musical literacy among all students; 4) to provide comprehensive musical training for students wishing to seek employment in the music business area; 5) to encourage professional awareness; 6) to provide outreach, support, and encouragement to area public school teachers and students in the form of workshops, festivals, and clinics; 7) to provide a well-rounded course of study for those students pursuing a professional career by continuing in graduate work; 8) to encourage a desire for continued learning in the field of music and the ability to form and defend evaluative judgments about music; 9) to provide experiences which the music student and the general university student will find rewarding in developing their cultural sensitivity; and 10) to provide public programs and concerts to enrich the cultural life of the university and community.

Please note that all prospective music majors, lateral entry candidates, and students seeking an academic concentration in music must audition in order to gain acceptance into one of the music degree programs as well as gain approval of the specific performance (applied music) area.

Also please note that the department's ensemble offerings (see below - MUS 100/402, MUS 107/408; MUS 138/439; MUS 141/442; MUS 156/457; MUS 162/463; MUS 165/466; and MUS 173/474) are open to all students regardless of major. An audition is required for a number of these ensembles.

BACHELOR OF ARTS IN MUSIC

Requirements for a Bachelor of Arts in Music	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	33-36
MUS 100 or 141, 101 or 142, 114, 114L, 115, 115L, 181 or MUSP 102[1], 182 or MUSP 103[1], 200 or 241, 201 or 242, 214, 214L, 215, 215L, 281 or MUSP 202[2], 295[3], 296[4], 300 or 341, 301 or 342, 329, 334, 395, 401 or 441	
Applied Music (MUSP)	7[5]/14[6]
Music Electives	9-12
Academic Electives	27-28
	Total: 128

[1] Non-keyboard majors only. [2] Vocal majors only.
[3] MUS 295 does not meet General Education requirements in this degree program.
[4] MUS 296 fulfills the Humanities (Fine Arts) Elective requirement in General Education.
[5] Non-keyboard majors [6] Keyboard majors

*Students who plan to pursue a degree in music should consult with the Department Chair prior to registering in General Education courses.

Requirements for a Bachelor of Arts in Music with Elective Studies in Business	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Core Music Requirements	31-34
MUS 100 or 141, 101 or 142, 114, 114L, 115, 115L, 181 or MUSP 102[1], 182 or MUSP 103[1], 200 or 241, 201 or 242, 214, 214L, 215, 215L, 281 or MUSP 202[2], 295[3], 296[4], 300 or 341, 301 or 342, 329, 334, 395, 401 or 441, 404	
Applied Music (MUSP)	14
Additional Concentration Requirements	34-35
MUS 100[5], 225, 226, 227, 228, 434, 455; ACC 227; ECN 100[6]; MGT 303; MGT 307; MKT 312; MKT 430	
Electives	4-7
	Total: 128

[1] Non-keyboard majors only. [2] Vocal majors only.
[3] MUS 295 fulfills the Fine Arts requirement in General Education.
[4] MUS 296 fulfills the Humanities (Fine Arts) Elective requirement in General Education.
[5] If major ensemble credit is University Band (MUS 141- 441)
[6] ECN 100 fulfills the Economics requirement in General Education.

BACHELOR OF MUSIC

Requirements for a Bachelor of Music in Musical Theatre	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Music Requirements	43
MUS 100, 101, 114, 114L, 115, 115L, 164, 181, 182, 200, 201, 214, 214L, 215, 215L, 243, 244, 264, 281, 295[1], 296[2], 298, 300, 301, 343, 344, 364, 404	
Applied Music (MUSP)	14
Theatre/Speech Requirements	26
THE 164, 165, 181, 182, 201, 207, 233, 250, 301, 353, 401, SPE 315	
General Electives	0
	Total: 128

[1] MUS 295 fulfills the Fine Arts requirement in General Education.
[2] MUS 296 fulfills the Humanities (Fines Arts) Elective requirement in General Education.
*Students who plan to pursue a degree in music should consult with the Department Chair prior to registering for General Education courses.

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: Janita K. Byars

Upon successful completion of the program of study in Music Education and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(39)*
Specialty Area—Select one Emphasis (*6 semester hours may count toward General Ed)	53
Vocal Emphasis:	
MUS 100, 101, 200, 201, 300, 301, 401	
MUS 181 or MUSP 102, MUS 182 or MUSP 103, MUS 281 or MUSP 202	
MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L	
MUS 225, 226, 227, 228, 295[1], 296[2], 329, 330, 334, 395, 404	
Instrumental Emphasis:	
MUS 100, 141, 142, 241, 242, 341, 342, 441	
MUS 181 or MUSP 102, MUS 182 or MUSP 103	
MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L	
MUS 225, 226, 227, 228, 295[1], 296[2], 329, 330, 334, 395, 404	
Keyboard Emphasis (Vocal Orientation):	
MUS 100, 101, 200, 201, 114, 114L, 115, 115L, 214, 214L, 215, 215L	
MUS 225, 226, 227, 228, 295[1], 296[2], 329, 330, 334, 335, 336, 395, 404, 425, 435	
Keyboard Emphasis (Instrumental Orientation):	
MUS 100, 141, 142, 241, 242, 114, 114L, 115, 115L, 214, 214L, 215, 215L	
MUS 225, 226, 227, 228, 295[1], 296[2], 329, 330, 334, 335, 336, 395, 404, 425, 435	
All students: Applied Music (MUSP) 14 hours	
Professional Studies	13
EDN 302, 310, 350, 419, 430	
Content Pedagogy	17
MUS 400, 475; EDN 449	
MUS 405 (Vocal Emphasis and Keyboard Emphasis [Vocal Orientation])	
MUS 420 (Instrumental Emphasis and Keyboard Emphasis [Instrumental Orientation])	
	Total: 128

[1]MUS 295 fulfills the Fine Arts requirement in General Education.

[2]MUS 296 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

NOTE: Students who desire teacher licensure in Music Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

ACADEMIC CONCENTRATION

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department of Music offers an Academic Concentration of 24 semester hours. Please note that all perspective students wishing to pursue this option must audition for acceptance into this program.

Requirements for an Academic Concentration in Music	Sem. Hrs.
MUS 114 and MUS 114L; MUS 102 and 324	10
MUS 100, 101, and 200 or MUS 141, 142, and 241	3
Applied Music (MUSP)	3
MUS 329	2
MUS 115[1], MUS 115L[1], and Electives (2 hrs.) or MUS 104 and Electives (3 hrs.)	6
	Total: 24

[1] With permission of MUS 114/MUS 114L instructor.

MINORS

MINOR IN MUSIC

A program designed to provide opportunities for any student to develop an understanding and appreciation of music as part of a liberal arts education. Students who plan to minor in music should consult with the Department Chair in order to acquire a music advisor in addition to their major advisor.

Required Courses	Sem. Hrs.
MUS 114 and MUS 114L	4
MUS 133 or 181 or MUSP 102	1
MUS 134 or 182 or MUSP 103	1
MUS 102 (3 hrs); MUS 100-200 or MUS 141-241 (3 hrs)	6
Applied Music (MUSP)	2[1]
Music Electives*	4
	Total: 18

[1] If MUSP 102 and 103 are chosen as keyboard option, MUSP 202 and 203 can be used to fulfill this requirement.

MINOR IN SACRED MUSIC

A program designed to enable students to develop the skills needed to work successfully in the area of sacred music. The minor in sacred music requires a minimum of 18 semester hours:

Required Courses	Sem. Hrs.
MUS 100-201 (4 hrs), MUS 329 and 390 (5 hrs)	9
MUS 114 and MUS 114L	4
Applied Music (MUSP)	2
Electives	3
	Total: 18

MINOR IN JAZZ STUDIES

A program designed to equip music majors to perform and teach music in the jazz idiom.

Required Courses	Sem. Hrs.
MUS 104, 236-237, 346, 406	12
MUS 162-363 or MUS 156-357	6
	Total: 18

COURSES (MUS)

MUS 100, 101; 200, 201; 300, 301; 401, 402. Concert Choir

The Concert Choir is open to all persons regardless of planned major with permission of the director. The Choir appears in public concerts throughout the year. Fall, Spring. Credit, 1 semester hour.

MUS 102. Introduction to Music Appreciation

Restriction: Not open to music majors. The development of knowledge and understanding of music. Emphasis given to the forms of music found in different periods and the relationship of music to general cultural development. Fall, Spring. Credit, 3 semester hours.

MUS 104. Introduction to Jazz Appreciation

Open to both music and non-music majors. An introduction to jazz through a study of its origins, development, styles, and major innovative figures. Consideration is made of the idiom's historical and sociological contexts. Fall. Credit, 3 semester hours.

MUS 107, 108; 207, 208; 307, 308; 407, 408. University Pep Band

The University Pep Band is open to all persons regardless of planned major with permission of the director. Public performances will be made at athletic events and whenever support of scheduled University activities is needed. Spring. Credit, 1 semester hour.

MUS 112; 212; 312; 412. Scenes from Musical Theatre
Students will create scenes from musicals and operas for public performance. Emphasis will be on creating stylistically correct characters from significant shows. The scenes will be costumed and staged. Fall. Credit, 1 semester hour.

MUS 114. Theory I
Introduction to the basic materials and concepts of music theory. The course will focus on commonalities of selected historic and geographic literatures through the study of fundamentals, melodic and harmonic writing, terms, and symbols. Fall. Credit, 3 semester hours. COREQ: MUS 114L.

MUS 114L. Lab I
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory I. Fall. Credit, 1 semester hour. COREQ: MUS 114.

MUS 115. Theory I
A study of the formal types, ensembles and compositional practices of Western art music will further student awareness of musical materials and relationships. The emphasis of the course will be on tonal harmonic structures and procedures. Spring. Credit, 3 semester hours. COREQ: MUS 115L. PREREQ: C - or better in MUS 114

MUS 115L. Lab II
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory II. Spring. Credit, 1 semester hour. COREQ: MUS 115. PREREQ: C - or better in MUS 114L

MUS 133. Class Piano I for Non-Music Majors
A concentrated group study of keyboard harmony and playing techniques, designed for the student with little or no musical background. Fall. Credit, 1 semester hour.

MUS 134. Class Piano II for Non-Music Majors
A continuation of MUS 133 (Class Piano I for Non-Music Majors). Spring. Credit, 1 semester hour. PREREQ: MUS 133.

MUS 135. Class Guitar I
The emphasis of the course will be on acquiring a practical knowledge of music fundamentals and a sound basic technique on the guitar. Fall. Credit, 1 semester hour.

MUS 136. Class Guitar II
The emphasis of the course will be on acquiring the knowledge of music and the technical abilities on the guitar needed to adequately perform in a variety of settings. Spring. Credit, 1 semester hour. PREREQ: MUS 135 or permission of instructor.

MUS 138, 139; 238, 239; 338, 339; 438, 439. Pembroke Singers
Membership open by audition. Ensemble will explore the stylistic, aesthetic, and technical elements of literature for the small choir through rehearsal and frequent public performances. Fall, Spring. Credit, 1 semester hour each. COREQ: Concurrent membership in Concert Choir.

MUS 141, 142; 241, 242; 341, 342; 441, 442. University Band
The University Band is open to all persons regardless of planned major with permission of the director. Public appearances are made in concerts. Fall, Spring. Credit, 1 semester hour.

MUS 156, 157; 256, 257; 356, 357; 456, 457. University Jazz Choir
Membership in the University Jazz Choir is open to all students by audition. A study of vocal music trends, through the rehearsal and performance of pop, rock, progressive jazz, and other modern forms of music. Fall, Spring. Credit, 1 semester hour each.

MUS 162, 163; 262, 263; 362, 363; 462, 463. University Jazz Ensemble
Membership in the University Jazz Ensemble is open to all students by audition. A study of technical, stylistic and aesthetic elements of jazz literature through rehearsal and public performances. Fall, Spring. Credit, 1 semester hour each.

MUS 164; 264; 364; 464. Musical Production
A graded laboratory experience in a specific area of the theatre as defined by a contract with a specific faculty member in either the performance or technical support areas of musical theatre. The signed contract will specify the function of the student and be supervised by a faculty member. Spring. Credit, 1 semester hour.

MUS 165, 166; 265, 266; 365, 366; 465, 466. Percussion Ensemble
Membership in Percussion Ensemble is open to all students by audition or permission of the director. A technical, stylistic, and aesthetic study of percussion ensemble literature through rehearsal and public performances. Fall, Spring. Credit, 1 semester hour each.

MUS 173, 174; 273,274; 373, 374; 473, 474. Chamber Ensemble
The student will become familiar with representative literature for various small ensembles through rehearsal and performances. Fall, Spring. Credit, 1 semester hour each.

MUS 181. Class Piano I
A concentrated group study of keyboard harmony and playing techniques, designed for the music major. Spring. Credit, 1 semester hour.

MUS 182. Class Piano II
A continuation of MUS 181. Fall. Credit, 1 semester hour. PREREQ: MUS 181.

MUS 191. Class Voice
A concentrated group study of singing techniques and vocal development including sight singing. Fall. Credit, 1 semester hour.

MUS 214. Theory III
A continued study of the musical materials of Western art music. Chromatic harmony and larger forms will be studied with an emphasis on advanced analytic concepts and terms. Fall. Credit, 3 semester hours. COREQ: MUS 214L. PREREQ: C - or better in MUS 115.

MUS 214L. Lab III
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory III. Fall. Credit, 1 semester hour. COREQ: MUS 214. PREREQ: C - or better in MUS 115L.

MUS 215. Theory IV
Materials and techniques of Twentieth Century music. Spring. Credit, 3 semester hours. COREQ: MUS 215L. PREREQ: C - or better in MUS 214

MUS 215L. Lab IV
A laboratory to develop ear-training, sight-singing and keyboard skills to reinforce and apply the subject matter of Theory IV. Spring. Credit, 1 semester hour. COREQ: MUS 215. PREREQ: C - or better in MUS 214L

MUS 225. Class Woodwind
A concentrated study in fundamentals and playing techniques for Flute, Oboe, Clarinet, Saxophone, and Bassoon. Fall. Credit, 1 semester hour.

MUS 226. Class Brass
A concentrated study in fundamentals and playing techniques for Trumpet, Cornet, French Horn, Trombone, Baritone Horn, and Tuba. Spring. Credit, 1 semester hour.

MUS 227. Class Percussion
A concentrated study in fundamentals and playing techniques of percussion instruments. Fall. Credit, 1 semester hour.

MUS 228. Class Strings
A concentrated study of fundamentals and playing techniques of the orchestral stringed instruments. Spring. Credit, 1 semester hour.

MUS 236. Improvisation I
A course in the development of improvisational skills through the study and application of theoretical and stylistic principles common to the jazz idiom. Fall, Spring. Credit, 2 semester hours. PREREQ: MUS 115 or permission of instructor.

MUS 237. Improvisation II
A continuation of MUS 236. Fall, Spring. Credit, 2 semester hours. PREREQ: MUS 236.

MUS 243. Musical Theatre Styles I
An introduction to elementary acting technique for musical theatre. Focus is on acting technique incorporated within an introduction to suitable repertoire. Credit, 3 semester hours.

MUS 244. Musical Theatre Styles II
Focus is on characterization for the singing actor. Organic literature from the repertoire is explored. Credit, 3 semester hours.

MUS 281. Class Piano III
A continuation of the non-keyboard major's pianistic development with emphasis on the practical aspects of reading, harmonization, and transposition. Spring. Credit, 1 semester hour. PREREQ: MUS 182

MUS 295. Music History and Literature I
A study of the development of music in non-Western cultures and in Western Civilization from Antiquity through the Renaissance. Such development will be viewed in light of its political, social, and general cultural setting. Fall. Credit, 3 semester hours.

MUS 296. Music History and Literature II
A study of the development of music in Western Civilization from the Baroque through Classical periods. Such development will be viewed in light of its political, social, and general cultural setting. Spring. Credit, 3 semester hours. PREREQ: MUS 295.

MUS 298. History of Musical Theatre
A survey of the American musical from 1860 to the present, with particular emphasis on the musicals written after 1927. The development of the musical will be viewed in light of its political, social, and general cultural setting. Spring. 3 semester hours.

MUS 324. Musical Experiences for Young Children
Restriction: Not open to music majors. A course designed to present methods and media of teaching classroom music. Fall, Spring. Credit, 3 semester hours.

MUS 329. Conducting
A laboratory course which includes the study of choral and instrumental conducting techniques, choral and instrumental scores; with supervised conducting experience. Fall. Credit, 2 semester hours.

MUS 330. Rehearsal Strategies
A course designed to complement MUS 329 by offering real-life applications of conducting skills. Spring. Credit, 2 semester hours. PREREQ: MUS 329.

MUS 332. Form and Analysis
A study of various forms including large and small choral and instrumental works. Fall. Credit, 2 semester hours. PREREQ: MUS 215.

MUS 334. Orchestration and Arranging
A practical study of the fundamentals of scoring for individual instruments and ensembles. Fall. Credit, 2 semester hours. PREREQ: MUS 215.

MUS 335, 336; 435. Accompanying
A course designed to acquaint the keyboard major with the art and techniques of accompanying vocal and instrumental solo and ensemble literature. Fall, Spring. Credit, 1 semester hour each. PREREQ:

MUSP 102/103 or 152/153 or MUSP 104/105 or MUSP 154/155 (Private Piano/Organ) and Instructor's approval.

MUS 343. Musical Theatre Styles III
Focus is on advanced level characterization and scene work. Duets, solos, and ensemble numbers are presented. Credit, 3 semester hours.

MUS 344. Musical Theatre Styles IV
Course addresses contemporary style of musical theare performance and audition techniques. Credit, 3 semester hours.

MUS 346. Jazz Composition
A study of basic compositional techniques as applied to the jazz idiom. Original compositions will be written and orchestrated for various-sized jazz ensembles. Spring, odd years. Credit, 2 semester hours. PREREQ: MUS 115 or equivalent as determined by instructor.

MUS 358. Electronic Music
A survey of electronic music with an emphasis on listening, aesthetic and philosophical concerns, necessary terminology, and composition/arranging for synthesizer. Various types of synthesis will be explored as well as MIDI systems and MIDI. Sequencing and transcription will be done using a synthesizer, drum machine, and comparable equipment in conjunction with a computer and selected software programs. Spring. Credit, 3 semester hours. PREREQ: MUS 114 or MUS 230 with permission of instructor.

MUS 380. Media Integration (ART 380, MCM 380)
Media Integration is a cooperative, cross-listed course taught by the faculty from Art, Music and Mass Communications departments. The purpose of this course is to offer an interdisciplinary, team-taught curriculum that integrates digital video, audio, animation, and graphics in a student centered studio environment. As announced. Credit 3 semester hours PREREQ: Portfolio review.

MUS 390. Church Music
A study of liturgy, music, materials, and methods appropriate for a church music director. Spring, even years. Credit, 3 semester hours.

MUS 392. Special Topics: National or International Study in Music
A trip designed to acquaint students with various aspects of foreign life and culture through a series of performances at festivals and other venues, home stays, and visits to places of historical and musical interest. TBA. Credit, 3 semester hours.

MUS 395. Music History and Literature III
A study of the development of music in Western Civilization from the Romantic period through the twentieth century. Such development will be viewed in light of its political, social, and general cultural setting. Fall. 3 semester hours. PREREQ: MUS 296.

MUS 400. Elementary Music Methods and Materials
Principles and practices required in teaching music to children, to include an overview of current approaches (Dalcroze, Kodaly, Orff) and their impact on current methodology and materials. Emphasis on planning, teaching and evaluating music lessons at preschool, primary, intermediate, and upper elementary levels in consideration of learning abilities at the varying levels of children's growth and development. Spring. 3 semester hours.

MUS 404. Senior Recital
Offered to senior music majors participating in a half or full public recital. Credit is given by permission of the instructor and Department Chair. Fall, Spring. Credit, 0-2 semester hours.

MUS 405. Secondary General and Choral Music Education Methods
An examination of the music program in secondary school involving curricula for fine arts requirement, instructional procedures for the teaching of advanced general music, music appreciation and choral

ensembles. Choral rehearsal techniques, singing skills, repertoire skills, choral literature for major eras will be covered. Emphasis is placed on the philosophies and pragmatic approaches to managing and teaching music at the secondary level. Fall. 3 semester hours.

MUS 406. Jazz Pedagogy
A study of the administration, methods, and directing techniques pertinent to the teaching of Jazz and Commercial Music. Spring, even years. Credit, 3 semester hours. PREREQ: MUS 235.

MUS 420. Secondary Instrumental Music Methods
A study of current materials and methods used in building instrumental programs from elementary through high school to include a basic history and philosophy of music education, sequential organizational approaches, evaluative techniques, theoretical research, performance literature, field based knowledge, instrument repair, and marching band techniques. Fall. 3 semester hours.

MUS 425. Piano Pedagogy
A course designed primarily for the keyboard specialist who is planning to teach piano. The course includes methods of teaching, appropriate materials, and techniques for all grade levels. Spring, even years. Credit, 2 semester hours.

MUS 432. Counterpoint
A study primarily of eighteenth-century contrapuntal techniques with a written work in two and three part writing. Fall, odd years. Credit, 2 semester hours. PREREQ: MUS 215.

MUS 433. Internship in Music Merchandising
Restriction: Must be taken in final semester of study. The internship will be performed off campus under the direction of a cooperating music sales and/or repair firm. Cooperating firm will work closely with Department of Music faculty in training and evaluation of the intern. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours.

MUS 434. Internship in Music Merchandising
The internship will be performed off campus under the direction of a cooperating music sales and/or repair firm. Cooperating firm will work closely with a Department of Music faculty in the training and evaluation of the intern. Pass/Fail Grading. Fall, Spring. 9 semester hours.

MUS 445. Music Composition
A course designed to implement the student's study of theory. Original compositions will be written for instrumental and choral ensembles in the important music forms utilizing homophonic and polyphonic techniques. Fall, even years. Credit, 2 semester hours. PREREQ: MUS 215 or permission of instructor.

MUS 455. Special Projects in Music Industry
An independent study project culminating the student's sequence of studies with a substantive research project resulting in a major paper or comparable original work. Fall, Spring. Credit, 3 semester hours.

MUS 458. Media Integration Production (ART 458, MCM 458)
This course is an opportunity for further interdisciplinary study in MI. Projects and assignments emphasize the production of digital content for multimedia projects. Products will be from the areas of still digital image-making, digital photography, computer-based printing, digital audio recording and editing, MIDI (Musical Instrument Digital Interface), digital animation, and digital videography and editing. Students will have intensive hands-on experience in each area, resulting in an understanding of the techniques and concepts involved in the design and implementation of multimedia projects. Both individual and group assignments can be expected. Credit, 3 semester hours. PREREQ: ART/MCM/MUS 380

MUS 475. Professional Seminar for Pre-Service Music Teachers
A seminar designed to parallel the full semester internship experience. Emphasis is placed on helping on-site pre-service teachers understand the purpose, organization, and administration of schools and school systems as well as the role of the music teacher. Opportunities will be provided to review the challenges found in the internship experience. Fall, Spring. Credit, 2 semester hours.

MUS 480. Projects in Media Integration (ART 480, MCM 480)
This course is an opportunity for advanced interdisciplinary study in MI. Assignments emphasize the design and integration of digital content for multimedia projects. Students will propose and prototype a project and participate in the team development of a final project. Students will also be assigned roles in the creative decision-making and work involved in proposals under development and/or consideration in the UNCP Media Integration Project. Students' products will be expected to relate to the three essential aspects of the University mission—teaching, research, and service—and have the potential to serve as professional examples for student portfolios. Credit, 3 semester hours. PREREQ: ART/MCM/MUS 458

MUS 490. Service Playing
A study of the musical liturgy of the Catholic, Jewish, and Protestant services. Students should be free for Sunday morning church visitations. Spring. Credit, 1 semester hour. PREREQ: MUSP 202 or 252/MUSP 204 or 252 or the equivalent.

MUS 499. Independent Study in Music
Directed study and research in the student's major field of interest. Fall, Spring. Credit, 1-3 semester hours. PREREQ: Music major, senior standing, and approval of Department Chair.

APPLIED MUSIC

Private study is offered in piano, organ, voice, and instruments of the band and orchestra. In each of these fields, the work is adapted to the needs of the individual student. Courses in applied music are required of all music majors and may be elected with permission of the instructor by students not majoring in music. Credit for non-majors is limited to one semester hour. It is the Department of Music policy that non-majors enrolled in private lessons are expected to enroll in an appropriate ensemble. For more information on these matters, please consult the *UNCP Department of Music Handbook.*

Freshman, sophomore, and junior music majors are expected to perform in a minimum of one departmental recital per semester at the discretion of the instructor. Senior music majors must be in preparation for their senior recital.

MUSP 100, 101; 200, 201; 300, 301; 400, 401. Private Voice. 1 semester hour.

MUSP 102, 103; 202, 203; 302, 303; 402, 403. Private Piano. 1 semester hour.

MUSP 104, 105; 204, 205; 304, 305; 404, 405. Private Organ. 1 semester hour.

MUSP 106, 107; 206, 207; 306, 307; 406, 407. Private Flute. 1 semester hour.

MUSP 108, 109; 208, 209; 308, 309; 408, 409. Private Oboe. 1 semester hour.

MUSP 110, 111; 210, 211; 310, 311; 410, 411. Private Clarinet. 1 semester hour.

MUSP 112, 113; 212, 213; 312, 313; 412, 413. Private Bassoon. 1 semester hour.

MUSP 114, 115; 214, 215; 314, 315; 414, 415. Private Saxophone. 1 semester hour.

MUSP 116, 117; 216, 217; 316, 317; 416, 417. Private Trumpet. 1 semester hour.

MUSP 118, 119; 218, 219; 318, 319; 418, 419. Private French Horn. 1 semester hour.

MUSP 120, 121; 220, 221; 320, 321; 420, 421. Private Trombone. 1 semester hour.

MUSP 122, 123; 222, 223; 322, 323; 422, 423. Private Euphonium. 1 semester hour.

MUSP 124, 125; 224, 225; 324, 325; 424, 425. Private Tuba. 1 semester hour.

MUSP 126, 127; 226, 227; 326, 327; 426, 427. Private Percussion. 1 semester hour.

MUSP 128, 129; 228, 229; 328, 329; 428, 429. Private Violin. 1 semester hour.

MUSP 130, 131; 230, 231; 330, 331; 430, 431. Private Viola. 1 semester hour.

MUSP 132, 133; 232, 233; 332, 333; 432, 433. Private Violoncello. 1 semester hour.

MUSP 134, 135; 234, 235; 334, 335; 434, 435. Private Bass Viol. 1 semester hour.

MUSP 136, 137; 236, 237; 336, 337; 436, 437. Private Guitar. 1 semester hour.

MUSP 150, 151; 250, 251; 350, 351; 450, 451. Private Voice. 2 semester hours.

MUSP 152, 153; 252, 253; 352, 353; 452, 453. Private Piano. 2 semester hours.

MUSP 154, 155; 254, 255; 354, 355; 454, 455. Private Organ. 2 semester hours.

MUSP 156, 157; 256, 257; 356, 357; 456, 457. Private Flute. 2 semester hours.

MUSP 158, 159; 258, 259; 358, 359; 458, 459. Private Oboe. 2 semester hours.

MUSP 160, 161; 260, 261; 360, 361; 460, 461. Private Clarinet. 2 semester hours.

MUSP 162, 163; 262, 263; 362, 363; 462, 463. Private Bassoon. 2 semester hours.

MUSP 164, 165; 264, 265; 364, 365; 464, 465. Private Saxophone. 2 semester hours.

MUSP 166, 167; 266, 267; 366, 367; 466, 467. Private Trumpet. 2 semester hours.

MUSP 168, 169; 268, 269; 368, 369; 468, 469. Private French Horn. 2 semester hours.

MUSP 170, 171; 270, 271; 370, 371; 470, 471. Private Trombone. 2 semester hours.

MUSP 172, 173; 272, 273; 372, 373; 472, 473. Private Euphonium. 2 semester hours.

MUSP 174, 175; 274, 275; 374, 375; 474, 475. Private Tuba. 2 semester hours.

MUSP 176, 177; 276, 277; 376, 377; 476, 477. Private Percussion. 2 semester hours.

MUSP 178, 179; 278, 279; 378, 379; 478, 479. Private Violin. 2 semester hours.

MUSP 180, 181; 280, 281; 380, 381; 480, 481. Private Viola. 2 semester hours.

MUSP 182, 183; 282, 283; 382, 383; 482, 483. Private Violoncello. 2 semester hours.

MUSP 184, 185; 284, 285; 384, 385; 484, 485. Private Bass Viol. 2 semester hours.

MUSP 186, 187; 286, 287; 386, 387; 486, 487. Private Guitar. 2 semester hours.

These courses must follow in sequence. Private lessons are designed to build technical proficiency, repertoire, and awareness of vocal and instrumental problems. Fall, Spring. Enrollment for two hours credit is restricted to the major instrument for music majors only. All other students should enroll for one-hour credit.

Proficiency Requirements

All music majors are evaluated at the conclusion of their third semester of Applied Music. Transfer students at or above this level will be evaluated at the conclusion of their first semester of study. The evaluation forum involves an assessment of both the student's performing ability and his/her overall academic accomplishments and professionalism. This process will determine whether or not the student will be allowed to enroll in upper level music courses.

All music majors are required to attend recitals, concerts, seminars, workshops, etc. Additional information concerning this requirement can be found in the *UNCP Department of Music Handbook.*

Graduating seniors (with the exception of Bachelor of Arts in Music majors) must present an individual or joint recital as a partial requirement for graduation. Approval of recital must be given by the music faculty at least three weeks prior to presentation. Students who complete their applied music studies must continue to enroll in Applied Music until they have completed their senior recital requirements.

A proficiency examination is required of all music majors by the Piano Division. The examination for an **instrumental major** (brass, percussion, woodwind, and string) shall include the following skills:

* A prepared piano composition of sufficient difficulty
* All major and harmonic minor scales, one octave, hands separately
* Chord progressions involving primary and secondary triads, dominant-seventh chords, and secondary dominant-seventh chords
* Harmonization of melodies with chords cited in previous point
* Harmonization of melodies using chord symbols
* Transposition of simple melodies
* Sight reading.

The examination for a **vocal major** shall include the following skills:

* A prepared piano composition of sufficient difficulty
* All major and harmonic minor scales, two octaves, hands separately
* Chord progressions involving primary and secondary triads, dominant-seventh chords, and secondary dominant-seventh chords
* Harmonization of melodies with chords cited in previous point
* Harmonization of melodies using chord symbols
* Perform a two-handed accompaniment for a melody (with chord symbols)
* Transposition of simple melodies
* Sight reading.

The examination for a **keyboard major** shall include the following skills:

* All major and harmonic minor scales, four octaves, hands together, played in eighth notes with a quarter note tempo of 96
* The following chord progressions in any key:
    1) primary chords and dominant seventh chords
    2) extended chord progression using substitute chords
    3) I - IV - V7/V - V - V7 - I
    4) other secondary dominant seventh chords and their resolutions
    5) major scale harmonization, ascending and descending
* Create an accompaniment to a given melody. Chords should be in the right hand under the melody.
* Create an accompaniment to a melody through realization of chord symbols
* Transposition of a piece such as "America" played hands together. This is prepared in advance but the key is selected by the faculty at the examination.
* Sight reading of a simple accompaniment.

PHILOSOPHY AND RELIGION

Chair: Jeffery L. Geller

J. Joseph Miller
David Nikkel
Merrill P. Miller
Ray K. Sutherland

Philosophy and religion have long been considered integral parts of the Liberal Arts Programs. The courses presented here are planned to give the inquiring student an introduction to these broadening disciplines, the means whereby the significance of various disciplines can be interpreted, and a way of viewing, understanding and resolving some of the conflicts and issues in modern culture. These courses prepare the student to take an active part in community activities or in planning for graduate study.

A combined major in philosophy and religion of thirty hours is offered. A minor of eighteen hours is also offered.

Students interested in majoring in philosophy and religion should discuss their interests with a faculty member in the Department. In order to help fulfill the aims of the individual student, courses are to be selected in conference with the student's departmental advisor.

BACHELOR OF ARTS IN PHILOSOPHY AND RELIGION

Requirements for a Bachelor of Arts Degree in Philosophy and Religion	Sem. Hrs.
Freshman Seminar	1
General Education Requirement*	44
Courses for the Major:	30
Required Courses (9 hours): PHI 100; REL 130; PHI 101	
Courses from the Core Philosophy and Religion Curriculum (21 hours)	
At least four of these areas must be represented:	
General: PHI/REL 102, REL 105, 106, 108	
Philosophy and Culture: PHI 204, 205	
Biblical: REL 203, 222, 318, 336, 337	
History of Philosophy: PHI 308, 309, 400	
World Religions: REL 213, 216, 315	
Religious Thought: PHI/REL 202, 209, 214, 319, 407	
Electives	45
	Total: 120

ACADEMIC CONCENTRATION

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department of Philosophy offers an academic concentration in the form of a Philosophy and Religion major of 30 hours. Six hours of this 30 may also be used to meet General Education requirements.

MINORS IN PHILOSOPHY AND RELIGION (18 Semester Hours)

The Department of Philosophy and Religion offers minors for students in other majors. Students majoring in Philosophy and Religion may also pursue a minor in the department under certain circumstances. There are a number of courses in the department which may be used in developing a minor. Students are encouraged to consult with a member of the department in planning a minor. Some of the possibilities would be in Biblical Studies, Non-Western Religions, Ethics, Church History, Religious Thought, and Philosophy.

Minor Areas and Required Courses in the Minor

The minor requires 18 semester hours. A large number of elective hours are possible in each minor. Minors must be approved by the Department.

Philosophy Minor PHI 100 plus 15 elective hours.

Religion Minor REL 130 plus 15 elective hours.

Philosophy and Religion PHI 100 and REL 130 plus 12 elective hours.

COURSES

PHILOSOPHY (PHI)

GENERAL

PHI 100. Introduction to Philosophy

A survey of the major issues and philosophers in the history of western philosophy. Fall, Spring. Credit, 3 semester hours.

PHI 102. Perspectives on Humanity (REL 102)

A study of the dominant understandings of humanity. Philosophical, religious, scientific, and literary sources are read and discussed. Fall, Spring. Credit, 3 semester hours.

HISTORY

PHI 211. American Philosophy

A study of the major figures in American philosophy, including Pierce, Royce, James, and Dewey. Alternate Spring. Credit, 3 semester hours. PREREQ: PHI 100 or consent of instructor.

PHI 308. The Great Philosophers: Ancient and Medieval

Studies in Plato, Aristotle, Augustine, and Aquinas. Alternate Fall. Credit, 3 semester hours. PREREQ: PHI 100 or consent of instructor.

PHI 309. Modern Philosophy

Studies in Descartes, Locke, Kant, Hegel, Nietzsche, and Wittgenstein. Alternate Spring. Credit, 3 semester hours. PREREQ: PHI 100 or consent of instructor.

PHI 400. Contemporary Philosophy

A study of phenomenology, existentialism, post-modernism, logical positivism, ordinary language philosophy, and conceptual analysis. Alternate Fall. Credit, 3 semester hours.

LOGIC

PHI 101. Logic

The methods and principles of correct thinking. Emphasis on informal logic, the syllogism, and fallacies. Computer modeling activities are required. Fall, Spring. Credit, 3 semester hours.

PHILOSOPHY AND CULTURE

PHI 202. Philosophy of Religion (REL 202)

An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, the character and meanings of religious commitment. Alternate Spring. Credit, 3 semester hours.

PHI 204. Introduction to Ethics

A study of the criteria by which moral decisions are made and their applications to selected contemporary ethical issues. Spring. Credit, 3 semester hours.

PHI 205. Social and Political Philosophy

Studies of opposing philosophical views about humankind and the foundation of political and social life. Alternate Fall. Credit, 3 semester hours.

PHI 321. Philosophy of Science

A study of the problems and implications of the mathematical, physical, biological, and social sciences leading to philosophical synthesis of the relation between the sciences and humans. Alternate Spring. Credit, 3 semester hours. PREREQ: PHI 100 or instructor consent.

PHI 322. Religion and Science (REL 322)

An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims. Alternate Fall. Credit, 3 semester hours. PREREQ: PHI 100 or consent of instructor.

PHI 376. Medical Ethics (SOC 376)
An examination of the major ethical issues raised by recent medical developments, such as: abortion, psychosurgery, organ transplants, euthanasia, human experimentation and health care. Alternate Fall. Credit, 3 semester hours.

PHI 423. Philosophy of Art and Beauty
A study of aesthetic values in nature, art, literature, music, and drama. Alternate Spring. Credit, 3 semester hours.

PHI 443. Business Ethics
An analysis and evaluation of ethical theories and their application to business. Possible topics include economic justice, social responsibility of business, corporate responsibility, self-regulation and government regulation, duties to the environment, ethics of advertising, the rights and duties of employees, manufacturers and consumers. As announced. Credit, 3 semester hours.

METAPHYSICS AND EPISTEMOLOGY

PHI 311. Theories of Knowledge and Reality
A study of the major attempts to answer the fundamental questions about the self, the nature of reality, God, perception, and belief. Alternate Fall. Credit, 3 semester hours. PREREQ: PHI 100 or consent of instructor.

SPECIAL STUDIES IN PHILOSOPHY

PHI 499. Independent Study in Philosophy
A student who wishes to enroll in 499, Independent Study, must: 1. be classified as a senior, 2. have a cumulative grade point average of 3.0 or better in the major area of study, 3. request independent study in the major area, and 4. submit a Request for Approval of Independent Study in triplicate to the Office of Academic Affairs. The form can be obtained from the Department Chair. It must be approved by: 1. the professor supervising the student in independent study, 2. the Department Chair, 3. the Registrar, and 4. the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a written report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library. Fall, Spring, Summer. Credit, 1-3 semester hours.

PHIS 4xx. Seminar in Philosophy
An examination of selected philosophers, movements, problems, or major ideas to be presented each term the course is presented. The objectives of the course may be met by directed research. The course may be repeated for credit up to and including 9 semester hours as long as there is no duplication of subject matter. Fall, Spring. Credit, 1-3 semester hours. PREREQ: Consent of instructor.

RELIGION (REL)

GENERAL

REL 102. Perspectives on Humanity (PHI 102)
A study of the dominant understandings of humanity. Philosophical, religious, scientific, and literary sources are read and discussed. Fall or Spring. Credit, 3 semester hours. PREREQ: PHI 100 or REL 130.

REL 130. Introduction to Religion
This course seeks to define what religion is and to outline different approaches to the study of religion. The following questions are discussed: What are the roots of religious faith? What might a mature religious faith look like? Readings relating religion to the new generation are part of this study. Fall, Spring. Credit, 3 semester hours.

BIBLICAL

REL 105. Introduction to the Old Testament

A study of the Covenants in Israel, of the rise and fall of the Hebrew nations under the judges and kings, of the religious development of the people as written in the literature of these periods. Fall, Spring. Credit, 3 semester hours.

REL 106. Introduction to the New Testament

The study of the origins and development of Christianity from Jesus Christ through the first century with emphasis on the writings of that age in correlation with the history of the Roman Empire. Fall, Spring. Credit, 3 semester hours.

REL 203. The Pentateuch

A study of the composition and structure of the Pentateuchal literature (the first five books of the Bible) and how these narratives and laws were perceived and applied throughout Israel's history. Alternate Fall. Credit, 3 semester hours. PREREQ: REL 130 or instructor consent .

REL 222. Life and Letters of Paul

A study of the life and world of Paul with special consideration of his preparation and mission, his style and subject matter. Spring. Credit, 3 semester hours. PREREQ: REL 106 or REL 130 or consent of instructor.

REL 316. Biblical Wisdom Literature

A study of Proverbs, Job, Qoheleth, intertestamental Wisdom literature, and the aphorisms and parables of Jesus. As announced. Credit, 3 semester hours.

REL 318. Apocalyptic Literature

A study of apocalyptic literature of the Old and New Testaments with emphasis on the historical, religious and psychological backgrounds. Alternate Spring. Credit, 3 semester hours.

REL 336. Life of Jesus

A study of the life and teachings of Jesus as they are presented in the four gospels with emphasis upon world conditions in his day and the significance of teachings on Jesus+ death and understanding of the resurrection. Fall. Credit, 3 semester hours. PREREQ: REL 106 or REL 130 or consent of instructor.

REL 337. Prophetic Literature of the Bible

A review of the call, purpose, and work of the prophet. A study of the writings of Amos, Hosea, Jeremiah, Isaiah, etc. Alternate Fall. Credit, 3 semester hours. PREREQ: REL 130 or 105 or consent of instructor.

REL 401. Biblical Narrative

A study of the poetics, genres, and messages of narrative literature in the Old Testament and the New Testament: the Pentateuch, the former Prophets, the Apocrypha, and the Gospels. As announced. Credit, 3 semester hours. PREREQ: Religion 130 or consent of instructor.

RELIGIOUS THOUGHT AND CULTURAL EXPRESSION

REL 108. Introduction to Religious Thought

This course will serve as an introduction to key common issues in religious thought, such as the nature of ultimate reality, human nature and ultimate destiny, and how religious people claim to know divine matters through reason and revelation. the course will focus on Judeo-Christian theology, though other perspectives will be treated. Some attention will be paid to the cultural contexts that influence religious thinkers as they formulate questions and offer answers on these inescapable issues. Credit, 3 sem. hours.

REL 202. Philosophy of Religion (PHI 202)

An inquiry into the philosophical foundations of religion, the problems connected with belief and knowledge, faith and reason, and the character and meanings of religious commitment. Alternate Spring. Credit, 3 semester hours.

REL 209. Religion in America

A study of distinctive themes and characteristics of religion in America. Topics such as Civil Religion, Religious Liberty and the Free Church, Revivalism, American Religious Movement, Missions, Black Religion, American Indian traditions, and American religion in ferment will be considered. Fall. Credit, 3 semester hours.

REL 214. Introduction to Religious Ethics

This course investigates how questions about morality can be approached within the Judeo-Christian tradition. The Old and New Testament teachings about ethics are examined along with the perspectives of Christian ethicists. Several ways of developing a basic framework for ethical decision-making are considered. As announced. Credit, 3 sem. hours.

REL 319. Modern Religious Thought

A study of selected trends and figures in modern religious thought. Alternate Fall or Spring. Credit, 3 semester hours. PREREQ: REL 130 or consent of instructor.

REL 322. Religion and Science (PHI 322)

An examination of issues between science and religion and a consideration of a tradition in natural theology used to validate religious claims. On demand. Credit, 3 semester hours. PREREQ: PHI 100 or consent of instructor. REL 338. History of Christianity (HST 338) A survey of the history of Christianity after Paul to the 20th century. As announced. Credit, 3 semester hours.

REL 407. Origins of Judaism and Christianity

This seminar examines the work of scholars engaged in redescribing the beginnings of ancient Israel, of Judaism, Christianity, and Islam. It focuses on the critical difference between "beginnings" as a historical category and "origins" as a mythic category, and the implications of this difference for understanding the foundation narratives of Western religious traditions. As announced. Credit, 3 semester hours. PREREQ: REL 105 and 106 or REL 130 and 218 or consent of instructor.

REL 417. Sociology of Religion (SOC 417)

Religious institutions and relationships in modern society. As announced. Credit, 3 semester hours. PREREQ: Consent of instructor.

RELIGIONS OF THE WORLD

REL 213. American Indian Religious Traditions (AIS 213)

This course is designed as an introduction to the contributions that American Indian religious traditions make to the general study of religion. As such, it is a survey of the religious traditions and practices of American Indians. Spring. Credit, 3 semester hours.

REL 216. Religions of the Far East

A study of the historical development and teachings of Hinduism, Buddhism, Shintoism, and Confucianism. Offered alternate years with REL 218 and 315. Credit, 3 sem. hrs.

REL 218. Religions of the Near East

A study of the historical development and teachings of the religions of the Near East with emphasis on Islam, Zoroastrianism, and Baha'ism and including current Near Eastern Christians. Offered in alternate years in sequence with REL 216 and 315. Credit, 3 semester hours.

REL 315. Judaism

An examination of the history, literature, and faith of Post-Exilic Judaism. Offered in alternate years in sequence with REL 216 and 218. Credit, 3 semester hours.

SPECIAL STUDIES IN RELIGION

REL 499. Independent Study

A student who wishes to enroll in REL 499, Independent Study, must: (1.) be classified as a senior, (2.) have a cumulative grade point average of 3.0 or better in the major area of study, (3). request independent study in the major area, and (4.) submit a Request for Approval of Independent Study in triplicate to the Office for Academic Affairs. The form can be obtained from the Department Chair responsible

for the student's major area of study. It must be approved by the professor supervising the student in independent study; the Department Chair; the Registrar; and the Office for Academic Affairs. The student may elect to work for one, two, or three semester hours of credit. Upon completion of the independent study, the student must prepare a written report of the study in triplicate. If the supervising professor feels it is appropriate, the report will be catalogued and permanently housed in the Library. Fall, Spring. Credit, 1-3 semester hours.

RELS 4xx. Special Studies in Religion

A study of selected religious problems, themes, issues or topics to be selected each term the course is presented. The objectives of the course can be satisfied by means of Directed Research. Possible topics are: Religion and Human Life, Myth, Symbol and Metaphor, Religion and Art, Hermeneutics, Contemporary Issues in Religion, Religious Dimensions in Education, and Counseling. Fall, Spring. Credit, 3 semester hours. This course may be repeated for credit up to and including 9 hours as long as there is no duplication of subject matter. PREREQ: Consent of instructor.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Chair: Robert O. Schneider

William G. Albrecht	Daniel G. Barbee	Andreas Broscheid
Roger G. Brown	Nicholas A. Giannatasio	Michael R. Hawthorne
Elizabeth L. Normandy	Carolyn R. Thompson	Frank J. Trapp

Political Science is the systematic study of politics. In its broadest sense, politics includes the decision-making and decision-enforcing processes concerned with the use of valued resources for any group that makes and enforces rules for its members. In this department the emphasis is upon the parts of these processes involving the government.

The Department of Political Science and Public Administration seeks to follow the aims of the liberal arts tradition. It also seeks to provide political science students with an educational background which will prepare them for a wide range of career opportunities and which will be desired by prospective employers from the fields of Law, Foreign Service, Public Administration, Journalism, "Practical Politics," and Teaching.

BACHELOR OF ARTS IN POLITICAL SCIENCE

Requirements for a Bachelor of Arts Degree in Political Science	Sem. Hrs.
Freshman Seminar	1
General Education Requirements*	44
Major Requirements	37
Electives	39
	Total: 121

MAJOR REQUIREMENTS: (37 Hours)

Introductory Requirement: PSPA 100, 101	6
Core Courses: PSPA 200, 217, 219, 233	13
Option Courses [choose one option package below]	18
	Total: 37

General Option Package:
Choose any six additional Political Science courses with at least four of the six at the 300 or 400 level.

Pre Law Option Package:
PSPA 303, 310, 312; and choose three other Political Science courses with at least two of the three at the 300 or 400 level.**

Public Policy and Administration Option Package:
PSPA 201 or 202; PSPA 210; PSPA 331 or 440; PSPA 360; PSPA 453 or 450; one other Political Science course at the 300 or 400 level.

International Studies Option Package:
PSPA 251, 355, and 370; and three other International Relations or Comparative Politics courses chosen in consultation with the International Studies advisor.

Public Policy and Administration with Applied Gerontology Minor: (55 hours)

1. Complete Public Policy and Administration Option Requirements above. (37 hours)
2. Complete Applied Gerontology Minor (18 hours)
   BIO 103; SOC 270; PSY 305; REC 425; SOC 375; SWK 384
   Suggested Electives: SOC 280, SWK 348, SWK 350

*Students who plan a major in Political Science should consult with the Department Chair prior to registering for General Education courses.

**Chosen in consultation with the pre-law advisor

ACADEMIC CONCENTRATION

Academic Concentration in Political Science: (28 Hours)

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Political Science Department offers an Academic Concentration of 28 hours. This Academic Concentration is available to other students, regardless of major.

Requirements:

PSPA 100, 101, 200, 217, 219, 233;

Any three additional courses in political science with at least one at the 300 or 400 level.

MINORS

Public Policy and Administration Minor: (19 Hours)

The department believes that there are many students majoring in Business Administration and Economics, Education, Sociology, and other disciplines who may someday seek employment in some administrative position in the public sector. While not wishing to major in political science, these students would benefit from a structured set of courses outlining the operations and problems of the administrator of a public agency. Even if the student never seeks employment as public administrator, the department believes that exposure to these courses within the public administration minor will help the student to perform their private sector administration roles more capably, especially since the growth of government has created numerous points of contact between public sector and private sector administrators.

Requirements:

PSPA 100, 201 or 202, 210, 219, 233.

One other Political Science Course at the 300 or 400 level.

Legal Studies Minor: (19 Hours)

The minor in legal studies is designed to accommodate the student who is majoring in some other discipline and also quite interested in going to law school and pursuing a legal career. This allows the student to concentrate in a particular area of expertise within which he or she plans to specialize once the student begins to practice law. Rather than require the student to major in political science, the minor in Legal Studies gives the student more flexibility to pursue other interests while receiving a sound preparation for law school study.

Requirements:

PSPA 100, 217, 219, 233, 310, 312

General Political Science Minor: (19 Hours)

This third minor is less structured than the other minors because the department wishes to accommodate the student who enjoys political science, but who does not wish to pursue a major because of other career or vocational goals. The department wishes to encourage the student to take an "eclectic" approach and enroll in courses that discuss topics of interest to the student so that the individual needs of the student will be better met.

Requirements:

PSPA 100, 101, 200, 233

and any two additional 300-400 level Political Science courses.

The Department of Political Science participates in two interdepartmental minors: Personnel and Organizational Leadership and World Studies. For further details on this minor see Special Programs section.

COURSES (PSPA)

INTRODUCTION

PSPA 100. Introduction to Political Science

A study of general political science concepts, definitions, and approaches within the framework of discussions of how individuals and groups may be able to utilize more effectively the political, social, and economic systems with which they come into contact. Fall, Spring. Credit, 3 semester. hours.

PSPA 101. Introduction to American National Government

An introductory study of: (1) the basic concepts of political science, (2) the brief history of the basic principles of the Constitution, (3) the structure, functions of and the relations between the legislative, executive and judicial branches of national government, and (4) the relations between the national and state governments. Fall, Spring. Credit, 3 semester hours.

THEORY, PHILOSOPHY, AND METHODOLOGY

PSPA 213. Contemporary Political Ideologies

A study of twentieth century ideologies, including liberalism, conservatism, Nazism, fascism, communism, democratic socialism, and more recent doctrines such as third world nationalism, minority liberation, women's liberation, and the new left. As announced. Credit, 3 sem. hours.

PSPA 233. Introduction to Theory and Methodology

This course concerns basic concepts of political science and teaches the student how to do research, use the library, evaluate the research of others, draw a graph, construct a table, and use a few simple statistical techniques. Fall, even years. Credit, 4 semester hours. PREREQ: PSPA 100 or 101.

PSPA 303. Political Thought

A study of the historic and conceptual background of political thought from the classical through contemporary political thinkers. Emphasis is placed on the application of ideas and concepts learned to current political and personal situations so as to enable the student to function better and more thoughtfully as an individual and as a member of various social and political systems. Spring, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 393. Census Data for Social Sciences and Business

An introduction to accessing, analyzing, and interpreting census data. Emphasis is placed on using census data for research in social science, marketing, and related fields. As announced. Credit, 1 semester hour. PREREQ: MAT 105 or 107 or permission of instructor.

PSPA 418. Special Topics in Theory, Philosophy, and Methodology

An in-depth study of a selected topic from the field of political philosophy or methodology. Fall, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

DIRECTED RESEARCH AND INDEPENDENT STUDY

PSPA 398. Directed Research in Political Science I

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. Fall or Spring. Credit, 1-3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 399. Directed Research in Political Science II

Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal together with the faculty member's acceptance must be submitted for approval to the Department Chair prior to registration. Fall or Spring. Credit, 1-3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 499. Independent Study in Political Science

Directed reading and research under the guidance of the instructor in a specific area or problem in political science. Scheduled only for senior political science majors with the approval of the Chair of the Department. Fall or Spring. Credit, 1-3 semester hours.

AMERICAN GOVERNMENT AND POLITICS

PSPA 201. American State Government

An examination of the setting, institutions, politics, and policies of state governments in the United States. Fall, alternate odd-numbered years, beginning 1989. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 202. Local Government in the United States

An examination of the setting, institutions, politics, and policies of local government in the United States. Fall, alternate odd-numbered years, beginning 1989. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 215. North Carolina Politics and Government

A study of the North Carolina political system: its environment, the forces and elements making up the system, the policies of that system, and the impact of the policies. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 217. Judicial Process and Behavior

An examination of the role of judges, lawyers, and jurors in the decision-making process as influenced by their recruitment and socialization of the political framework in which they operate, and the various factors, ideology, attitudes, and values that influence their decisions. Fall, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 301. Political Parties and Interest Groups in the United States

The history, development, organization, functions and purposes of the major parties and interest groups, and the role played by them in the policy-making and election of the government. Fall, alternate even-numbered years, beginning 1990. Credit, 3 sem. hours. PREREQ: PSPA 100 or 101.

PSPA 304. Legislative Process in the United States

A study of: (1) the distribution of the legislative power in the three branches of the government, (2) the structure and functions of the legislature, (3) the actual process of legislation both in the national and state governments, its defects and remedies, and (4) the attainment of responsible and responsive government. Important legislative problems will be selected and serve as a basis for analyzing the legislative process. Spring, alternate even-numbered years, starting in 1990. Credit, 3 semester hours. PREREQ: PSPA 100 or 101

PSPA 305. Public Opinion and Elections in the American Political System

A study of the nature of public opinion, campaigns, and elections and their functions in the American political system. Fall, alternate even-numbered years, beginning 1988. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 306. The American Presidency

The central role of the American presidency in the political process and the relationship among the presidency and the other branches of government. Spring, alternate even- numbered years, beginning 1988. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 310. Constitutional Law

A study of: (1) the federal system, especially the relations between the national government and the States, (2) the jurisdiction of the federal courts and (3) individual rights. Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 312. Law of Criminal Procedure

Constitutional limitations on police activity. Due process; right to counsel; arrest, search and seizure; electronic eavesdropping; confessions; and the scope of exclusionary rules. Fall. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 402. Selected Topics in American Government

A study of selected problems, either in theory or in practice, in American government, with readings, discussions and papers on these problems. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 405. Washington Legislative Internship

This internship presents an opportunity for a student to get a deeper understanding of the legislative process by participating in the activities of a U.S. Congressman's office. The intern will spend a semester in Washington, D.C. working in the office of a Congressman and will be responsible for performing assigned research on legislative issues as well as working on constituency problems. Students will be assigned reading material on the legislative process and will be required to submit various papers in order to fulfill the internship requirements. The internship is limited to Political Science majors. No more than six credit hours may be applied to fulfill the thirty-six hour requirement for a major in political science nor is the student eligible to enroll in any other departmental internship program (PSPA 360, 361, or 364). Scheduled for political science majors with the approval of the Chair of the Department. Credit, 6-12 semester hours. PREREQ: PSPA 304.

PSPA 450/MPM 550. American Policy Process

Survey of American policy processes, including institutional responses to policy demands, agenda setting, implementation, and outcomes. Approaches to analyzing both processes and outcomes will be discussed. Students will be expected to engage in analysis of policy problems. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 233 and one other 300 level course in American Government.

PUBLIC POLICY AND ADMINISTRATION

PSPA 210. Introduction to Public Administration

An introductory study of general principles and problems of administrative organization in government: federal, state, and local. The role, relationships, processes, and control of governmental institutions, in the political context, with special emphasis on the American experience, will be surveyed. Spring, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 219. Public Policy and Analysis

This course seeks to explore both the causes and consequences of public policy, i.e., both policy determination and policy impacts. The former is concerned with political, economic, social, environmental or other factors which are hypothesized to be political determinants. The latter is concerned with social, economic, political, or other conditions which are hypothesized to be policy impacts. Fall, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 302. Administration of Municipal Government in the United States

A study of American municipal government in its setting and development, power and politics, management process, administration of services, social and economic problems, planning, fiscal problems and practices, intergovernmental relations, and emerging trends. Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 331. Public Finance (ECN 330)

A study of revenue and expenditure on all governmental levels in the United States. Spring, odd numbered years. Credit, 3 semester hours. PREREQ: ECN 100.

PSPA 360. Introductory Internship in Public Administration

The acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 361. Advanced Internship in Public Administration

This is a continuation of the internship of PSPA 360. It continues the acquisition of public management experience through an arranged internship in a government or community agency or enterprise, under the instruction and supervision of the major professor and a designated official of the agency or enterprise involved. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 360.

PSPA 364. Practicum in Public Administration

Restriction: Open to majors in Political Science only. This course provides students with management experience of at least 80 working days with regular wages provided by a government or community agency. Working under the supervision of a professor and a designated official of the agency, students produce an extended report exploring a concern of the agency. As announced. Credit, 6 semester hours. PREREQ: PSPA 100 or 101, and consent of instructor and departmental chair.

PSPA 440. Comparative Public Administration

Examination and analysis are made of the administrative systems of foreign governments of selected Western and non-Western countries; attention is given to practices applicable to administration in the United States. Spring, even years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 453/MPM 551. Advanced Public Administration

Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society as a whole, and for some segments of it. Fall or Spring. Credit, 3 semester hours. PREREQ: PSPA 210, 233.

COMPARATIVE GOVERNMENT AND POLITICS

PSPA 200. Introduction to Comparative Politics

This course introduces the subject matter of comparative politics by examining different types of political systems such as a West European parliamentary democracy, a third world authoritarian state, and a totalitarian communist system. Fall. Credit, 3 semester hrs. PREREQ: PSPA 100 or 101.

PSPA 370. Comparative Political Area Studies

An examination of the cultural and political ideas, institutions and forms of government in a specific geographic region. Far Eastern, Middle Eastern, African, Latin American, West European, and East European governments are possible areas for examination in this course. The area of study and specific focus will rotate. As announced. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 375. Politics in the Developing World

This course introduces the student to the politics of underdeveloped countries. Special emphasis is placed on the study of nationalism, revolution, economic development, and political modernization. Spring, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 420. Special Topics in Comparative Politics

An in-depth study of a selected topic from the field of comparative politics. Spring and Fall, odd-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

INTERNATIONAL ORGANIZATION, RELATIONS, AND LAW

PSPA 251. Introduction to World Politics (WLS 251)

An analysis of politics and relations among nations: (1) sovereignty, (2) domestic jurisdiction, (3) status quo, (4) colonialism, (5) balance of power, (6) alliance and neutrality, (7) peaceful adjustment of disputes, (8) disarmament, (9) standards of international conduct, (10) economic development and political advancement of the developing countries. Fall. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 252. Theories of International Relations
Analyzes the methods and dominant approaches to the study of international relations including international political economy, theories of conflict, decision-making theory, integration theory and deterrence. Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 355. International Relations Area Studies
An analysis of the foreign policies of a specific geographic region involved presently or potentially in global conflicts, with special attention to the role of the United States in the area. Possible areas for examination in this course include Africa, Latin America, the Middle East, the Far East, Western Europe, or the Soviet Union and Eastern Europe. As announced. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 380. International Organizations
A study of the general approaches to world order with special attention given to the management of that order through the workings of international law and organizations. Spring, even-numbered years. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 430. Special Topics in International Politics
An in-depth study of a selected topic in the field of international politics. As announced. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 451. Formulation and Conduct of American Foreign Policy
A study of the process of foreign policy-making focusing on the roles of the President, Congress, the Departments of State and Defense, the media and public opinion. Fall. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSPA 452. Problems in American Foreign Policy
A study of major issues and problems in American foreign policy, including tradition and other constant factors of policy making, and with major emphasis on the post-World War II period. Spring. Credit, 3 semester hours. PREREQ: PSPA 100 or 101.

PSYCHOLOGY AND COUNSELING

Chair: Patrick A. Cabe

Kelly A. Charlton
Terri Hamm
Annette Morgan
William Collier
Paul W. Killian, Jr
Debra S. Preston*
Elizabeth Denny
Beverly King

*Director of Counseling Programs

People throughout history have been intrigued by the question, "What is human nature?" Psychology's approach to this topic is aimed at understanding basic patterns of thought, emotion, and behavior. It uses a variety of scientific methods, including interviews, case studies, field observations, neurophysiological recordings, and controlled experimentation. Psychology's fund of knowledge has grown very rapidly over the past century. We now have a much clearer understanding of how people learn, how childhood experiences affect adult personality, how people influence one another during normal social relations, how to treat emotional and behavioral problems, how the brain's biochemistry influences behavior, and many other significant topics.

The Department's courses strive to blend general conclusions with practical application. Many topics are presented through role playing, discussions promoting personal involvement, and other experiential techniques. In addition to teaching established knowledge, the Department attempts to convey the excitement, controversy, and spirit of exploration that pervade the field of psychology today.

The Department offers a Bachelor of Science Degree in Psychology. The Department also offers minors in General Psychology (described below) and Personnel and Organizational Leadership (described under Interdisciplinary Majors and Minors in the Academic Programs section of the catalog) and an academic concentration in Psychology (described below).

These avenues of study prepare students for a variety of occupational paths. Many graduates build careers in human services, administration, entrepreneurship, and other fields of practical endeavor. Others enter graduate school and pursue careers as professional psychologists.

BACHELOR OF SCIENCE IN PSYCHOLOGY

Requirements for a Bachelor of Science Degree in Psychology:	Sem. Hrs.
Freshman Seminar (FRS 100)*	1
General Education Requirements	44
Major Requirements	40
Electives	35
	Total: 120

*PSY 190 is not the equivalent of FRS 100

Major Requirements: The major in psychology consists of 40 semester hours (of which at least 15 hours must be taken at the 300-level or higher)

Note: No 300-400 level courses should be taken until PSY 200, 208, and 210 have been completed.

I. **Core requirements (16 hours):** PSY 101, 190, 200, 208, 210, 304

II. **Psychology area requirements (18 hours).** Select two courses from each area.

Experimental and Cognitive Area: PSY 215, 312, 355

Social and Personality Area: PSY 216, 270, 316, 375

Developmental, Clinical, and Counseling Area: PSY 205, 305, 360, 403, 417

III. **Directed electives in psychology (6 hours).** Select psychology electives for least six semester hours.

ACADEMIC CONCENTRATION

Requirements for an Academic Concentration in Psychology: The Academic Concentration in psychology consists of 24 semester hours. Six hours of this 24 may also be used to meet General Education or other requirements. At least 9 hours must be taken at the 300- level or higher.
Note: No 300-400 level courses should be taken until PSY 208 or 210 has been completed.

I. **Core requirements (6 hours)**: PSY 101 (3 hours); PSY 208 or 210 (3 hours)
II. **Psychology area requirements (12 hours)**. Select one course from each of two areas and two courses from one area.
Experimental and Cognitive Area: PSY 215, 220, 312, 355
Social and Personality Area: PSY 216, 270, 316, 317; 375
Developmental, Clinical, and Counseling Area: PSY 205 or EDN 310; PSY 305; 360, 403, 417
III. **Directed electives in psychology (6 hours)**. Select psychology electives totaling at least six semester hours.

MINOR

Requirements for a Minor in Psychology: The minor in psychology consists of 18 semester hours (of which at least 6 hours must be taken at the 300- level or higher).

I. **Core requirement (3 hours)**: PSY 101
II. **Psychology area requirements (9 hours)**. Select one course from each area.
Experimental and Cognitive Area: PSY 215, 312, 355
Social and Personality Area: PSY 216, 270, 316, 317, 375
Developmental, Clinical, and Counseling Area: PSY 205, 305, 360, 403, 417
III. **Directed electives in psychology (6 hours)**. Select psychology electives totaling at least six semester hours.

COURSES (PSY)

PSY 101. Introductory Psychology

A survey of major areas of psychology, with emphasis on issues, concepts, and terminology needed for more advanced courses. Fall, Spring and Summer. Credit, 3 semester hours.

PSY 103. Psychology of Parenthood

The application of psychological concepts by parents to the understanding and modification of child behavior at all stages of development. Fall. Credit, 3 semester hours.

PSY 125. Human Potential

A survey of current knowledge about the potential for optimal human development. Classroom activities include lecture, discussion, and participation in growth exercises. Fall. Credit, 3 semester hours.

PSY 190. Freshman Psychology Seminar

This course is intended for majors and will examine psychology as a discipline and a profession. Students will be introduced to career options in Psychology at the bachelor's, master's, and doctoral level. Strategies for job searches and graduate school admission will be discussed. Credit, 1 semester hour.

PSY 200. Research Methods I: Communication Skills

Intended for psychology majors, the course is designed to teach written and oral communication skills used in psychological work. Students will learn to write journal article summaries, behavioral observation notes, and research papers in psychology. Students will be expected to develop skills using library resources and applying APA guidelines. Fall, Spring. Credit, 3 semester hours. PREREQ: PSY 101; ENG 105 and 106 strongly recommended.

PSY 204. Animal Behavior (BIO 205)
A survey of the functional and complexity categories of behavior with emphasis in the animal kingdom. Examples will range from one-celled organisms to humans. Other selected topics will include the evolution of behavior, sociobiology, animal cultures, behavioral ecology, behavioral genetics, neurobiology, consciousness and others. Three one-hour lectures and one two-hour laboratory per week. Laboratory time will consist of a mix of demonstrations, experiments, and films. Spring of odd-numbered years. Credit, 4 semester hours. PREREQ: BIO 100, 102.

PSY 205. Childhood and Adolescence
A survey of the stages and processes of the development of human behavior from conception through adolescence. Emphasis on physical, cognitive and psychosocial development. Spring. Credit, 3 semester hours. PREREQ: PSY 101.

PSY 208. Research Methods II: Statistics
An introduction to simple descriptive and inferential statistics which are frequently used by psychologists. The selection and application of procedures appropriate to specific types of psychological research and the standardization of psychological tests will be emphasized. Fall, Spring. Credit, 3 semester hours. PREREQ: MAT 105 (or higher).

PSY 210. Research Methods III: Methodology
An introduction to research methods used in psychology. Experimental research will be emphasized, but survey and correlational research will also be included. Fall, Spring. Credit, 3 semester hours. PREREQ: recommended, PSY 200, PSY 208.

PSY 215. Psychology of Learning
An introductory survey of the major areas in the psychology of learning. Classical conditioning, operant conditioning, verbal learning, and memory will be included. Fall. Credit, 3 semester hours. PREREQ: PSY 101.

PSY 216. Social Psychology
An introduction to the concepts, principles, theories, and research of social psychology. Social psychology is the study of social influence processes. Topics such as attitude change, perception of other people, interpersonal attraction, aggression, altruism, prejudice, and group dynamics will be covered. Fall. Credit, 3 semester hours. PREREQ: PSY 101 or SOC 201.

PSY 220. Behavior Modification
Introduction to the principles and practice of behavior modification. Application in institutional and clinical settings will be discussed, exploring such topics as classroom behavioral problems, the control of smoking, weight loss, phobias, hypertension, and headaches. Alternate Spring. Credit, 3 semester hours.

PSY 225. Health Psychology: Wellness and Health (HLTH 225)
The course will cover the biopsychosocial dynamics of stress and wellness. Students will examine methods of managing stress and enhancing health through cognitive-behavioral modification, biofeedback, meditation, hypnosis, psychotherapy, nutrition, and exercise. Spring. Credit, 3 semester hours.

PSY 270. Industrial/Organizational Psychology
Applies psychological principles to the study of industrial and organizational effectiveness. Covers theory, research, and practical applications related to such topics as work motivation, the communicative process, and the selection, testing, and training of employees. Spring. Credit, 3 semester hours. PREREQ: PSY 101.

PSY 304. History and Systems of Psychology
A study of the development of psychology as a discipline from ancient Greece to modern times. Present issues in psychology are traced to their origins. Spring. Credit, 3 semester hours. PREREQ: Any three PSY courses; PSY 200 strongly recommended.

PSY 305. Psychology of Adult Development and Aging (HLTH 305)
The course is designed to survey, topographically and chronologically, the aging period from middle adulthood to older adulthood. Changes in biological, intellectual, memory, learning, personality, and social processes will be addressed. Fall. Credit, 3 semester hours. PREREQ: PSY 101.

PSY 312. Cognitive Processes
An examination of human memory and thinking within the human information processing model context. Alternate Spring. Credit, 3 semester hours.

PSY 315. Guiding Young Children
This course presents guidance, counseling, and discipline concepts within a framework of child development, developmentally appropriate practices, and constructivist education. Fall. Credit, 3 semester hours.

PSY 316. Psychology of Leadership
A look at the psychological processes in small group leadership. Topics include compliance, self-assertion, decision-making, and persuasion. Emphasis on theory, research, and practical leadership skills acquisition. Fall. Credit, 3 semester hours. PREREQ: PSY 101.

PSY 355. Sensation and Perception
A look at the structures and processes involved in perception. Visual and auditory perception will be emphasized. As announced. Credit, 3 semester hours. PREREQ: PSY 101.

PSY 360. Abnormal Psychology
A study of the history, theories, and causes of mental disorders. Various types of disorders are examined along with their typical symptoms. Uses of psychological testing and clinical interviews are studied. Spring. Credit, 3 semester hours. PREREQ: PSY 101; any other three PSY courses strongly recommended.

PSY 375. Personality Theories
Various theoretical approaches to the study of personality. Fall. Credit, 3 semester hours. PREREQ: Any three PSY courses.

PSY 380. Supervised Research in Psychology
Direct experience in the design of research studies in psychology; collection, management, and analysis of research data; and oral and written presentation of research results. Close collaboration between students and instructors. Credit, 3 semester hours. PREREQ: PSY 200 (waived if not required), PSY 208, PSY 210 or instructor permission.

PSY 399. Directed Study
Directed readings and/or research, leading to the preparation of a paper or research report. Exclusively for psychology majors. Amount of credit given will be agreed upon prior to registration and will depend upon the magnitude of the project chosen. Fall, Spring. Credit, 1-6 semester hours. PREREQ: A written plan of the project should be approved by the Department Chair no later than two weeks prior to registration.

PSY 401. Physiological Psychology
Study of psychological processes from a biological perspective. Covers both normal and abnormal functioning, with emphasis on basic neuroanatomy, basic biochemistry, psychoactive drugs, behavior genetics, and research methods. Spring, alternate years. Credit, 3 semester hours. PREREQ: 15 hours of psychology or biology.

PSY 403. Psychological Testing
An intensive lead into basic psychometric concepts including types of test scores, score transformation techniques, validity, reliability, and norms. Fall. Credit, 3 semester hours. PREREQ: PSY 208 recommended.

PSY 415. Seminar in Human Motivation

Integration of diverse theoretical perspectives into a coherent framework for analyzing human motivation, with a selective survey of contemporary research. Some practice in assessing adult motivation through interviews. Active oral participation is required. Credit, 3 semester hours. PREREQ: 3 courses in PSY or permission of instructor and junior standing.

PSY 417. Clinical and Counseling Psychology

A survey of the fields of clinical and counseling psychology with an emphasis on basic skills and knowledge of techniques. The course is both didactic (theories) and experiential (role-playing in class). Opportunities for classroom discussion, professional feedback about skills and potential, and video-taping. Fall. Credit, 3 semester hours. PREREQ: PSY 360, PSY 375.

PSYS 3xx. Current Topics Seminar

Comprehensive treatment of selected topics in psychology. Content will vary, depending on interests of participants. Offered on demand (see Department Chair). Credit, 3-9 semester hours in multiples of 3.

SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

Chair: Richard Kania

Lisa Pearson Baker	John Bowman*	Debra Hammonds Branch
Sherry Edwards****	Fran Fuller*****	Leslie Hossfeld
Norman Layne***	Stephen Marson	C. Vance McLaughlin
Ottis Murray	Mario Paparozzi	Rasby Marlene Snead Powell
Michael Spivey	Frederick Stephens	David Vanderhoof**

*Coordinator of Department Off-Campus Programs and Sociology Internships
** Coordinator of Criminal Justice
*** Coordinator of Sociology and Medical Sociology Curriculum
**** Director of Social Work Degree Program
***** Coordinator of Criminal Justice Internships

The purpose of the Department of Sociology, Social Work, and Criminal Justice is to provide students with classroom and real-life experiences designed to stimulate critical thought about the social environment and to prepare students for meaningful participation in society.

The Department offers both a major and an academic concentration in Sociology, a major in Social Work, and a major in Criminal Justice. In addition, minors are available in Sociology, Criminal Justice, Social Welfare, Substance Abuse, Medical Sociology, andCommunity Development.

The Department places emphasis on applied sociology, criminal justice and social work. Many courses within the department allow students to test classroom learning through real-life experience (field-work placement) in the community. Such experiences enhance students' employment opportunities following graduation.

The Department of Sociology, Social Work, and Criminal Justice strongly recommends that prospective majors, minors, and those developing specialty concentrations consult the Department Chair, Director of Social Work, Coordinator of Criminal Justice, or Coordinator of Sociology.

BACCALAUREATE DEGREE PROGRAMS in SOCIOLOGY, SOCIAL WORK, and CRIMINAL JUSTICE

BACHELOR of ARTS in SOCIOLOGY

Requirements for a Bachelor of Arts Degree in Sociology	Semester Hours
Freshman Seminar	1
General Education Requirements	44
Sociology Major Requirements: SOC 201, 209, 220, 360 or 361, 490	15
Sociology Electives: select 18 hours from other SOC elective courses (or SOC 499)*	18
*At least 9 hours must be in 300 or 400 level courses	
University-wide Electives	42
	Total: 120

BACHELOR of ARTS in SOCIOLOGY with a FOCUS or MINOR in MEDICAL SOCIOLOGY

Medical Sociologists study the nature of health and illness, the role of the sick person, the various healing roles, and the organization of health services. The Department of Sociology, Social Work, and Criminal Justice does not offer a special degree in Medical Sociology, but Sociology majors whose primary interest is in the health institution can select Medical Sociology courses as they work on completing the major. Non-sociology majors can take the Medical Sociology Minor. Courses are offered on health status issues such as drug use, preventive health practices, and medical ethics, and on health system issues.

Students interested in Medical Sociology should see their advisor regularly in order to plan an individualized program of study. Any students interested in pursuing graduate studies in Public Health Administration, Hospital Administration, or Health Education should see their Medical Sociology faculty advisor for a suggested program of study.

ACADEMIC CONCENTRATION in SOCIOLOGY for EDUCATION MAJORS:

For students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education, the Department of Sociology, Social Work, and Criminal Justice offers an Academic Concentration of 24 hours. This Academic Concentration also is available to other students, regardless of major.

Requirements for an Academic Concentration in Sociology	Semester Hours
Required Sociology Courses: SOC 201, 209, 303, 313, and SOC 360 or 361	15
Sociology electives: three additional courses with a SOC prefix	9
	Total: 24

BACHELOR OF SOCIAL WORK

The Social Work Program has been fully accredited by the Council on Social Work Education since 1987. The primary objective of the Social Work Program is preparation for entry level professional social work practice. Courses are offered in social work practice; social policy and social justice; human diversity and populations-at-risk; human behavior and the social environment; social work values and ethics; research, and field work. In order to declare a Social Work Major, students are required to:

1. be interviewed by the Director of the Social Work Program (while enrolled in SWK 200);
2. demonstrate and maintain a minimum QPA of 2.0 within the General Education (liberal arts) requirements;
3. submit two reference letters (while enrolled in SWK 200);
4. successfully complete the "Social Work Writing" exam.

If a student is rejected from declaring the Social Work Major by the Program Director, the decision may be appealed to the Social Work Program's Appeals Committee. Prior to enrolling in SWK 200, Introduction to Social Work, students must successfully complete ENG 105, 106 and 50 percent of their General Education requirements with a minimum QPA of 2.0. Students who are accepted into the Program and fail to maintain an overall QPA of 2.0 in General Education or the major are placed on academic probation. In addition, students are required to complete SWK 200, 245, 380, 385, 450, 480, 490 and 491 with a minimum QPA of 2.0 in each course. Students need to read *The Student Social Work Handbook* (see: http://www.uncp.edu/sw/studbook.html) for information regarding curriculum policy. All students who declare social work as their major are encouraged to join the Campus Association of Social Workers, attend majors meetings, and meet regularly with their academic advisor. In addition, eligible students can join the Social Work Program's Chapter of *Phi Alpha,* the National Honor Social Work Society.

An integral and required part of the Program is the successful completion of field work with a minimum of 400 clock hours in a semester (see: http://www.uncp.edu/sw/fieldexp.html). The Social Work Program may not accept past social work practice experience for academic credit (see *The Student Social Work Handbook* for more details). Approximately seventeen percent of Social Work Majors pursue graduate study. In order to acquire a letter of recommendation for graduate school from the faculty, the student must successfully complete a statistics course (usually SWK/SOC 360, PSY 208 or MAT 210) and must have at least two social work faculty members complete a recommendation form from the Office of Career Services (see: http://www.uncp.edu/cs/). Consult the Director of Social Work regarding School Social Work.

Requirements for a Bachelor of Social Work Degree	Semester Hours
Freshman Seminar	1
General Education Requirements*	44
Social Work Major Requirements: SWK 200, 245, 345, 348, 380, 385, 391, 445, 448, 450, 480, 490, 491	42
Social Work electives: select 9 hours among population-at-risk/social and economic justice electives: SOC 303, SWK 382, 383 (or 354), 384, 387, 388	9
University-wide Electives* (Recommended electives: SWK 360 or PSY 208, or MAT 210; SOC 313, 375, 377; SWK 350, 354, 403; CRJ/SOC 440)	24
	Total: 120

*It is recommended, but not required, that Social Work majors declare a minor.

BACHELOR OF ARTS IN CRIMINAL JUSTICE*

The purpose of the Criminal Justice Program is to provide students with a thorough understanding of the social organization and administration of the criminal justice system. Courses are offered in theories of crime and delinquency, law enforcement, the courts, corrections, and administration. A criminal justice agency internship is required for most students, but an additional criminal justice course may be substituted for students with extensive prior work experience related to criminal justice.

*The Criminal Justice Program at UNC Pembroke is certified as meeting the educational and program requirements of the North Carolina Criminal Justice Education and Training Standards Commission.

Requirements for a Bachelor of Arts Degree in Criminal Justice	Semester Hours.
Freshman Seminar	1
General Education Requirements	44
Criminal Justice Core (required): CRJ 200, 240*, 300, 360*, 361*, 400, 480	22
Criminal Justice Electives: five additional courses with a CRJ prefix or cross-listed with CRJ	15
University-wide	38
	Total: 120

* Cross-listed equivalents of SOC 240, SOC 360, SWK 360 and SOC 361 may be substituted.
Transfer students must earn at least 15 hours in UNCP criminal justice courses.

MINORS

All departmental minors require at least six courses (17 or 18 credit hours). Six of these hours may be used to satisfy other major and minor requirements, as well as the University's General Education requirements.

Requirements for a Minor in Sociology

SOC 201 and SOC 209; 12 hours of SOC lecture courses (or SOC 398, 399)

Total: 18

Requirements for a Minor in Medical Sociology

SOC 280; 14 hours chosen from: SOC/SWK/SAB 270, 301, 304, SOC/SWK/CRJ 360, SOC/CRJ 361, 373, 375, 376, SOC/SAB 377, 420, 480; SWK 384, 391; MGT 308; PSY 216; BIO 103; AIS 460

Total: 17

Requirements for a Minor in Substance Abuse

SAB/CRJ 283, SOC/HLTH/SAB 377, SWK/SAB 455, SOC/SAB 461 or SOC/SAB 465, and 8-9 hours chosen from: CRJ/SOC 367, CRJ/SWK 350, SOC/SAB/SWK 270, SOC 209, SOC 303, SOC/SWK 245

Total: 20-21

See SAB listings under Interdisciplinary Majors and Minors.

Requirements for a Minor in Criminal Justice

CRJ 200 and CRJ 240; 12 hours of other CRJ lecture or independent study courses

Total: 18

Requirements for a Minor in Social Welfare

Select 18 semester hours following the unduplicated rule from the courses listed below:

SWK 200, 245, 304, 345, 348, 350, 354, 382, 383, 384, 387, 388, 391, 403; SOC 313, 375, 377; CRJ/SOC 440

Total: 18

Requirements for a Minor in Community Development

SOC 313, 361, 431; 9 hours from SOC 301, 324, 351, 418, 485

Total: 18

COURSES

I. GENERAL EDUCATION (SOC) COURSES: These three courses can be used in partial fulfillment of university general education distribution requirements in the Social Science Division and in the Social Science Elective categories. See General Education Requirements.

SOC 101. Introduction to Modern Sociology
Recent developments in sociology, anthropology, and social psychology, social science and public issues. Fall, Spring. Credit, 3 semester hours.

SOC 105. Introduction to Cultural Anthropology (AIS 105)
A survey of the various processes and conditions involved in cultural growth and change, including the relation between technology, religion, art, literature, language, and personality development. Emphasis is placed on human ecology and contacts between cultures. Fall. Credit, 3 semester hours.

SOC 201. Sociological Concepts
Relationships of society to personality and culture. Development of group life and social environments. Required of sociology majors. Fall, Spring. Credit, 3 semester hours.

II. SOCIOLOGY (SOC) AREA COURSES:

SOC 209. Social Problems in Modern Society
Social costs of organized social life. Problems in families, work groups, local communities, and modern nations. Sociology of mental disorders, suicide, drug abuse, alcoholism, etc. Poverty and violence. Fall, Spring. Credit, 3 semester hours.

SOC 220. Computers and Society
An introduction to the impact of computers on modern society and computer applications in the social sciences. Spring. Credit, 3 semester hours.

SOC 240. Criminology (CRJ 240)
Historical and contemporary theories of criminal behavior are examined, with emphasis on rehabilitation logic and the application of the scientific method to the explanation of crime. Fall, Spring. Credit, 3 semester hours.

SOC 245. Human Diversity and Social Environment (SWK 245)
This course is designed to provide the student with a theoretical perspective on human relations and to aid the student in acquiring a better understanding of diversity as it applies to selected groups in the United States. Although other historically disadvantaged groups may be addressed, a case study approach is utilized for: African-Americans, Asian-Americans, Native-Americans, Latin-Americans, women, homosexuals and Jews. Spring. Credit, 3 semester hours.

SOC 270. Medical Terminology (SAB 270, SWK 270)
See listing under Medical Sociology Concentration, below.

SOC 280. Health and Society
See listing under Medical Sociology Concentration, below.

SOC 301. Community Health Organizations & Services (HLTH 301)
See listing under Medical Sociology Concentration, below.

SOC 303. The Family
Structure and functions of kin groups in societies. Types of families. Cooperation and conflict. The family in relation to other social institutions. Mate selection, courtship, and family relationships. Stability and change. Spring. Credit, 3 semester hours.

SOC 304. Social Aspects of Human Sexuality (SWK 304, HLTH 304)
Human sexuality is analyzed as a social, psychological, and biological process. Included in a discussion of sexual values and behaviors and their relationship to social structure. As announced. Credit, 3 semester hours.

SOC 312. Sports in Contemporary Society (PED 312)
A study of sports from a socio-cultural perspective, including the relationship of sports to other social institutions, stratification within sports, and changing conceptions of leisure and sports. The popular literature on sports will be examined. Spring, odd-numbered years. Credit, 3 semester hours.

SOC 313. The Community
This course grounds the student in the multiple meanings of community: community as a territorial unit; community as a psycho-social unit; and community as a cultural unit. In addition, case studies will be used to illustrate how different types of "community" are created and maintained and how structural changes in the society affect community. Fall. Credit, 3 semester hours. Prerequisite: SOC 201 or 209.

SOC 324. Sociology of Poverty
This course examines sociological perspectives on the causes and extent of poverty in the United States. Attention will be given to social theory , social policy, lived-experiences and the impact of poverty on communities. An emphasis on the extent and nature of poverty in North Carolina is provided. Portfolio requirement includes a demographic county profile. As announced. Credit, 3 semester hours.

SOC 329. Society and the Environment (GGY 329, HLTH 329)
A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical resources is stressed. Credit, 3 semester Hours

SOC 340. Criminal Conduct (CRJ 340)
Taking a sociological perspective on criminal correlation, etiology and crimogenesis, this course examines criminal behavior across the life course, considering such issues as juvenile delinquency, "aging out" of crime, persistent career criminality, and such social variables as class, employment, race, sex roles, ethnicity, religion and ideology on crime. Spring. Credit, 3 semester hours. Prerequisite: SOC 240.

SOC 351. Community Resource Development
This course will focus on community change by developing grant writing skills and related competencies including research, resource identification, program development, capacity building and change/ intervention strategies to aid in the creation of proposals designed to address specific community needs. Portfolio requirement includes a completed grant application. As announced. Credit, 3 semester hours.

SOC 360. Social Statistics (CRJ 360, SWK 360)
An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. Fall. Credit, 3 semester hours. Prerequisite: MAT 105 or permission of the instructor.

SOC 361. Social Research (CRJ 361)
An overview of research methodology in the social sciences. The course will include survey and experimental designs, and sampling and scaling techniques. Both quantitative and qualitative techniques of analysis will be presented. Spring. Credit, 3 semester hours. Prerequisite: SOC 201 or SOC/CRJ 240.

SOC 367. Social Deviance (CRJ 367)
Theories of deviant behavior are examined, with selected examples of deviance reviewed in detail. Spring. Credit, 3 semester hours. Prerequisite: SOC 240.

SOC 368. Law and Society (CRJ 368)
An introduction to the development of law and legal systems, the social organization of law, and the functions and roles of law in society, applying cross-cultural and anthropological perspectives. The relationship of values, economy and culture of a society to the laws it adopts. Spring, odd years. Credit, 3 semester hours.

SOC 373. Health Promotion and Wellness
See listing under Medical Sociology Concentration, below.

SOC 375. Death, Dying, and Chronic Illness (HLTH 375)
See listing under Medical Sociology Concentration, below.

SOC 376. Medical Ethics (PHI 376)
See listing under Medical Sociology Concentration, below. Prerequisite: SOC 280.

SOC 377. Drug Use and Abuse (SAB 377, HLTH 377)
See listing under Medical Sociology Concentration, below. Prerequisite: SOC 201 or permission of instructor.

SOC 382. African-American Populations (SWK 382)
See listing under Social Work 382. Credit 3 semester hours. Prerequisite: SWK 200 is recommended.

SOC 387. Women in Society (SWK 387)
See listing under Social Work 387. Credit 3 semester hours. Prerequisite: SWK 200 is recommended.

SOC 388. Native American Populations (SWK 388/AIS 388)
See listing under Social Work 388. Credit 3 semester hours. Prerequisite: SWK 200 is recommended.

SOC 396. The Sociology of Everyday Life
A study of qualitative approaches to the subject matter of sociology. Symbolic interaction, phenomenology and linguistics are applied to observations in interpersonal interaction. As announced. Credit, 3 semester hours.

SOC 413. Industrial Sociology
Sociological perspectives on industry, business and commerce. Exchange theory will be included. The case study method will be employed. Students will engage in cross-cultural analysis. Spring, even-numbered years. Credit, 3 semester hours.

SOC 417. Sociology of Religion (REL 417)
Religious institutions and relationships in modern society. As announced. Credit, 3 semester hours. Prerequisite: SOC 201.

SOC 418. Voluntary Associations and Non-Profit Organizations
Students learn how voluntary associations and non-profit organizations provide support for individuals and communities. This course teaches the practical skills needed to organize and maintain voluntary associations and non-profit organizations. Students will complete a portfolio containing a mission statement,.a fund raising letter, plans for a fund raising event, an outline for a grant proposal, and a marketing plan. As announced. Credit, 3 semester hours.

SOC 420. Women's Health Issues & Problems (HLTH 420)
See listing under Medical Sociology Concentration, below.

SOC 431. Community Development
This course examines sociological perspectives on contemporary theory and practice in community development. Attention will be given to development theory as well as applied sociological investigation into creating community social change. Problems and opportunities that arise from social and demographic change and the dynamics of local economies in a global context will be examined. Portfolio requirement includes an agency assessment. As announced. Credit, 3 semester hours.

SOC 440. Conflict Management (CRJ 440)
A survey of the conceptual and theoretical bases of conflict and conflict management, the institutional framework and dynamics of alternative dispute resolution, and the use of negotiation, mediation, arbitration, and other hybrid approaches for achieving conflict settlement or resolution. Specific emphasis is on the use of applied diagnostic and analytical tools, and interactive learning approaches. Spring. Credit, 3 semester hours.

SOC 461. Addiction and Women (SAB 461)
An analysis of women's experiences of addiction, the societal response to female addiction and the treatment resources and services that are needed to prevent and treat female addiction. Topics covered include the centrality of relationships in women's lives, sexual abuse and addiction, addiction and traditional gender roles, and parenting issues for substance abusing women. Fall, odd-numbered years. Credit, 3 semester hours.

SOC 465. Addiction and Community (SAB 465)
An analysis of the response of communities to substance abuse, the extent to which communities are supportive of recovery and the community resources and services that are needed to respond to addiction and facilitate recovery. Topics include the role of support groups, health professionals and the family in the recovery process. Fall, even-numbered years. Credit, 3 semester hours.

SOC 480. Epidemiology (HLTH 480)
See listing under Medical Sociology Concentration, below.

SOC 485. Internship in Sociology
Supervised and evaluated participation in the regular activities of an organizational setting for two days a week. In consultation with the instructor, the student is expected to prepare an analysis of the organization's social structure and interactional dynamics. Course meets in the seminar setting one hour per week. SOC 485 requires that the student receive at least 200 clock hours of supervised experience. *NOTE: Pass/Fail grading, Spring. Credit, 6 semester hours.* Prerequisite: Instructor permission, with the approval of the Sociology Area or Internship Coordinator and the Department Chair.

SOC 490. Senior Seminar on Sociology Concepts
An advanced course in sociological method and theory. Research paper required. Spring. Credit, 3 semester hours. Prerequisite: Junior or senior standing; Sociology Major

SOCS 4xx. Special Topics
This course is to provide flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. As announced. Credit, 3 semester hours.

II-A: STUDENT-ORIGINATED STUDIES: Sociology courses in this category are arranged on an individual basis by the student and a sponsoring faculty member with the approval of the Sociology Area Coordinator and the Department Chair.

SOC 295, 296, 297. Practicum in Peer Education
Provides the student a supervised opportunity to engage in peer education of issues related to alcohol/drug use and abuse. Written acceptance by a supervising faculty member is required, along with a signed contract that is submitted for approval to the Area Coordinator prior to registration. Fall, Spring. Credit, 1 semester hour each.

SOC 397. Experiential Learning I
See Area Coordinator. Fall, Spring, Summer. Credit, 3 semester hours.

SOC 398. Directed Research I
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together the faculty member's acceptance, is submitted for approval to the Area Coordinator prior to registration. Fall, Spring, Summer. Credit, 1 semester hour.

SOC 399. Directed Research II
Same as above. Credit, 2 semester hours.

SOC 497. Experiential Learning II
See Area Coordinator, Fall, Spring, and Summer. Credit, 3 semester hours.

SOC 499. Independent Study in Sociology
Restriction: Limited to seniors majoring in sociology whose overall cumulative point average is 3.0 or better. A written proposal is required in advance of registration. Fall, Spring, Summer. Credit, 3 semester hours. Prerequisite: Acceptance by the Department faculty member who will supervise, and approval by the Area Coordinator and the Department Chair.

II-B. MEDICAL SOCIOLOGY CONCENTRATION COURSES: Courses taken from these following may be used to develop a concentration in Medical Sociology within the Sociology major, or may be taken for a Medical Sociology minor.

SOC 270. Medical Terminology (SWK 270, SAB 270)
Students are introduced to the most frequently used medical terms and abbreviations. Intended primarily for students in social and behavioral science curricula who seek careers in medical organizations. As announced. Credit, 2 semester hours.

SOC 280. Health and Society
An introduction to medical sociology and the sociological analysis of health and illness. Topics covered include how persons respond to illness, health care selection, social factors in therapy, and the social consequences of illness. Fall. Credit, 3 semester hours

SOC 301. Community Health Organizations & Services (HLTH 301)
This course explores and analyzes current major community health issues, the programs and services available for preventing and controlling these problems and the various agencies and organizations which deal with the problems and issues. Spring. Credit, 3 semester hours.

SOC 373. Health Promotion and Wellness
A study of community problems and opportunities for health care and the social factors that mold health habits. Project development and implementation required. Spring, even- numbered years. Credit, 3 semester hours.

SOC 375. Death, Dying, and Chronic Illness (HLTH 375)
Stages of personal adjustment to death. Dying as a social process. Therapy with the chronically and terminally ill. Social, economic, and psychological aspects of the funeral. The hospice is discussed. Fall. Credit, 3 semester hours.

SOC 376. Medical Ethics (PHI 376)
The same course as PHI 376. Credit, 3 semester hours. Prerequisite: SOC 280.

SOC 377. Drug Use and Abuse (HLTH 377, SAB 377)
A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Fall. Credit, 3 semester hours. Prerequisite: SOC 201 or permission of instructor.

SOC 420. Women's Health Issues & Problems (HLTH 420)
The course provides an in-depth analysis of biological, psychological, socio-cultural and political issues related to the health and health care of women. Emphasis will be placed upon the diverse health problems of women and the roles and responsibilities of women as health care consumers and providers. Spring. Credit, 3 semester hours.

SOC 480. Epidemiology (HLTH 480)
This course will explore epidemiological approaches to disease prevention and control. Emphasis will be placed on applying epidemiological principles to selected community health problems. Spring, every other year. Credit, 3 semester hours.

II-C. SUBSTANCE ABUSE CONCENTRATION COURSES: Courses taken from these following may be used to develop a concentration in Substance Abuse within the Sociology major, or may be applied toward a Substance Abuse Minor (see Interdisciplinary Majors and Minors).

SOC 270. Medical Terminology (SWK 270, SAB 270)
See listing above. Credit, 2 semester hours.

CRJ 283. Interviewing Skills (SAB 283)
See listing under CRJ 283. Credit, 3 semester hours.

SOC 377. Drug Use and Abuse (HLTH 377, SAB 377)
See listing above. Credit, 3 semester hours.

SWK 455. Treatment of Alcohol and Drug Addiction (SAB 455)
See listing under Social Work 455. Credit, 3 semester hours.

SOC 461. Addiction and Women (SAB 461)
See listing above. Credit, 3 semester hours.

SOC 465. Addiction and Community (SAB 465)
See listing above. Credit, 3 semester hours.

III. CRIMINAL JUSTICE (CRJ) AREA COURSES:

CRJ 200. Introduction to Criminal Justice
A study of the operations and processes of the justice system and its agencies (the police, courts, corrections), how the justice system influences human behavior, and how it is influenced by social, economic, and environmental factors, including the American political system. Fall, Spring. Credit, 3 semester hours.

CRJ 210. Police in Society
A study of police in society, to include the history, jurisdiction and organization of police forces, police power and authority, police problems and issues, and the recruitment, training and careers of police officers. Fall. Credit, 3 semester hours. Prerequisite: CRJ 200.

CRJ 220. The Judiciary—An Introduction
A study of the American judicial system, with an emphasis on the North Carolina courts, covering the activities of lawyers, prosecutors, public defenders, judges, court clerks, bailiffs and related occupations and professions. Fall. Credit, 3 semester hours. Prerequisite: CRJ 200.

CRJ 230. Contemporary Corrections
A study of corrections, imprisonment and other forms of punishment, to include the social organization of penitentiaries, jails, and reformatories; problems and issues, and the recruitment, training and careers of corrections officers Fall. Credit, 3 semester hours. Prerequisite: CRJ 200.

CRJ 240. Criminology (SOC 240)
Historical and contemporary theories of criminal behavior are examined, with emphasis on the sources of information on crime and the application of the scientific method to the explanation of crime. Fall, Spring. Credit, 3 semester hours.

CRJ 241. Juvenile Justice System
Legal and philosophical basis for a separate juvenile justice system, with a focus on juvenile rights and will include such topics as due process, venue, adjudication and dispositions, commitments, and alternatives to incarceration. Fall. Credit, 3 semester hours. Prerequisite: CRJ 200 or 240.

CRJ 250. Basic Criminal Law
A study of the essential terminology, definitions, elements of crimes, key vocabulary and basic legal concepts an American Criminal Law with an introduction to North Carolina criminal law. Spring, odd years. Credit 3 semester hours.

CRJ 283. Interviewing Skills (SAB 283)
This course teaches practical skills and the theories behind them for interviewing and recording of interviews in legally and emotionally sensitive areas, such as knowledge about criminal conduct and victimization, child, domestic and substance abuse. Systems theory is applied to the selection of techniques to be used in different interviewing circumstances, recognizing such critical status distinctions as victim, witness, or suspect. The course employs lecture, discussion, readings, interviewing assignments, simulations, role-playing, audio-visual taping, and documentation exercises. As announced. Credit, 3 semester hours.

CRJ 300. Advanced Criminal Law
An analysis of the substantive criminal law studied from the development of the common law tradition to the present. Focus on statutory definitions in general as well as North Carolina Criminal Code. Fall. Credit, 3 semester hours. Prerequisite: CRJ 200.

CRJ 310. Private Security
An introductory survey of the security field. Included will be private, corporate, industrial, and retail applications. Comparisons between private and public policing will be made. As announced. Credit, 3 semester hours.

CRJ 315. Criminal Investigation
A study of the methodology relating to the study of crime. Emphasis will be placed more on the theoretical than the applied issues. An emphasis will be placed on the developing 'high technology' relating to criminal investigation. As announced. Credit, 3 semester hours. Prerequisite: CRJ 210.

CRJ 318. Criminal Justice Administration and Management
This course examines the duties of administrators and managers in a criminal justice agency by studying the formal nature of bureaucratic organizations, the processes of leadership, management, decision-making, organizational communications, staffing, training, planning, budgeting, evaluation, organizational development and controlled change; and acquaints students with historical developments, applications of managerial and organizational theories, principles and practices and problems of administering and managing criminal justice organizations. Fall. Credit, 3 semester hours. Prerequisite: CRJ 200.

CRJ 320. The Courts
A study of the American judicial system, including sociology of law, changing concepts of justice, courts and other legal organizations. The activities of lawyers, judges, and related occupations and professions are stressed. Spring. Credit, 3 semester hours. Prerequisite: CRJ 200.

CRJ 330. Probation and Parole
Origins, development, and contemporary practices in probation, parole, and community corrections. Includes the impact of these services on other elements of criminal justice. Spring. Credit, 3 semester hours. Prerequisite: CRJ 230.

CRJ 340. Criminal Conduct (SOC 340)
Taking a sociological perspective on criminal correlation, etiology and crimogenesis, this course examines criminal behavior across the life course, considering such issues as juvenile delinquency, "aging out" of crime, persistent career criminality, and such social variables as class, employment, race, sex roles, ethnicity, religion and ideology on crime. Spring. Credit, 3 semester hours. Prerequisite: CRJ 240

CRJ 350. Correctional Treatment (SWK 350)
See the listing under SWK 350. Credit, 3 semester hours.

CRJ 360. Social Statistics (SOC 360, SWK 360)
An introduction to statistical analysis. Focus is on the process of determining the appropriate statistical techniques, the uses of those techniques, and on the process of the proper interpretation of statistical results. Fall. Credit, 3 semester hours. Prerequisite: MAT 105 or permission of the instructor.

CRJ 361. Social Research (SOC 361)
An overview of research methodology in the social sciences. The course will include survey and experimental designs, and sampling and scaling techniques. Both quantitative and qualitative techniques of analysis will be presented. Spring. Credit, 3 semester hours. Prerequisite: SOC 201 or SOC/CRJ 240.

CRJ 367. Social Deviance (SOC 367)
Theories of deviant behavior are examined, with selected examples of deviance reviewed in detail. Spring. Credit, 3 semester hours. Prerequisite: CRJ 240 (SOC 240) or permission of the instructor.

CRJ 368. Law and Society (SOC 368)
An introduction to the development of law and legal systems, the social organization of law, and the functions and roles of law in society, applying cross-cultural and anthropological perspectives. The relationship of values, economy and culture of a society to the laws it adopts. Spring, odd years. Credit, 3 semester hours.

CRJ 370. Ethics in the Criminal Justice System
Overview of the major philosophical schools of ethics and application of ethical systems and standards to decision making by professionals working in every part of the criminal justice system. Spring. Credit, 3 semester hours. Prerequisite: CRJ 200

CRJ 397. Experiential Learning I
Written approval of Department Chair, Criminal Justice Area Coordinator and supervising faculty member required prior to registration. Fall, Spring. Credit, 3 semester hours.

CRJ 398. Directed Research I
Written acceptance by a supervising faculty member is required, based on the student's written proposal. A copy of the proposal, together with the faculty member's acceptance, is submitted for approval to the Criminal Justice Area Coordinator and Department Chair prior to registration. Fall, Spring. Credit, 1 semester hour.

CRJ 399. Directed Research II
Same as above. Credit, 2 semester hours.

CRJ 400. Criminal Procedure
A survey and analysis of due process rights of individuals in the criminal process. Emphasis will be on the impact of the Bill of Rights on the practices of police, prosecutors and judges and the remedies available for the violation of those rights. Spring. Credit, 3 semester hours. Prerequisite: CRJ 300 or permission of the instructor.

CRJ 410. Organized Crime
A historical and contemporary review of the development and operation of organizations committed to criminal conduct. Emphasis will be placed on organized crime in America and the efforts to control it (especially federal RICO statutes). As announced. Credit, 3 semester hours. Prerequisite: CRJ 200.

CRJ 412. Judicial Decisions
The role of the jury, juror qualification, how jurors are selected (the "voir dire") and the deliberative processes jurors use in reaching their collective decisions. Seminar. Fall, odd years. Credit, 3 semester hours.

CRJ 414. Restorative Justice
The concept of restorative justice and related "criminology as peace-keeping" and integrative-constitutive approaches to crime. Restorative justice offers a series of values, intending to repair the harm done by crime, bringing about closure, healing, and forgiveness. Spring, odd years. Credit, 3 semester hours.

CRJ 415. Police Community Relations
This course will study the interaction that occurs between the police and members of the community. Emphasis will be placed on the relationships with juveniles, addicts, minorities, victims, and the mass communications media. Fall. Credit, 3 semester hours. Prerequisite: CRJ 210.

CRJ 425. Terrorism
Examining both domestic and international terrorism historically, this course identifies common patterns in terrorism and related social phenomena such as political assassinations, guerrilla warfare, anarchism, revolutionary movements and violent cults, and attributes of known terrorists and terrorist groups. Fall, even years. Credit, 3 semester hours.

CRJ 435. Death Penalty
Legal, social, ethical, moral, and practical issues surrounding capital punishment, examining the nature, practice and functions of the death penalty in American and Western societies. Seminar. Fall, even years. Credit, 3 semester hours.

CRJ 440. Conflict Management (SOC 440)

A survey of the conceptual and theoretical bases of conflict and conflict management, the institutional framework and dynamics of alternative dispute resolution, and the use of negotiation, mediation, arbitration, and other hybrid approaches for achieving conflict settlement or resolution. Specific emphasis is on the use of applied diagnostic and analytical tools, and interactive learning approaches. Spring. Credit, 3 semester hours.

CRJ 451. Elders in Crisis

The core issues in aging with an emphasis on their practical impact on service delivery in social work, social services and criminal justice; including the biology and demographics of aging, legal, social and medical responses to the elderly, the continuum of care, and practical considerations in dealing with elders in crisis. Fall, odd years. Credit, 3 semester hours.

CRJ 453. Family Violence

Historical, cross-cultural and current issues in family and domestic violence, with attention to child abuse, couple violence, and the responses of criminal justice, counseling and social service agencies. Spring. Credit, 3 semester hours.

CRJ 475. Computer Applications in Criminal Justice

An overview of the applications and emerging issues of computer technology in law enforcement, corrections, jurisprudence, and criminological research. Special attention is paid to the application of computer technology to decision-making in the criminal justice system. A variety of computer applications are presented. As announced. Credit, 3 semester hours. Prerequisite: CRJ 200; and SOC 220 or CSC 100; or permission of the instructor.

CRJ 480. Internship in Criminal Justice

Through placement in a criminal justice agency, students will develop some competence in the organization, administration, and practices of that agency. Course requirements include at least 40 clock hours of supervision in the host agency per credit hour awarded. Prior to field placement students will be instructed in operating policies and procedures of the host agency. Note: Pass/Fail Basis. Fall, Spring, Summer. Credit, 4 semester hours. This course may be repeated for a total of 8 credit hours. Prerequisite: Senior standing, faculty advisor's recommendation, and consent of Coordinator of Criminal Justice Internships and the Department Chair..

CRJ 497. Experiential Learning II

Written approval of Criminal Justice Area Coordinator, supervising faculty member, and Department Chair required prior to registration. Fall, Spring. Credit, 3 semester hours.

CRJ 499. Independent Study in Criminal Justice

Restriction: Limited to seniors majoring in criminal justice whose overall cumulative point average is 3.0 or better. A written proposal is required in advance of registration. Fall, Spring, Summer. Credit, 3 semester hours. Prerequisite: Acceptance by a Department faculty member who will supervise, and approval by the Criminal Justice Area Coordinator and the Department Chair.

CRJS 4xx. Special Topics in Criminal Justice

This course title provides flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. As announced. Credit, 3 semester hours.

GRADUATE COURSES IN CRIMINAL JUSTICE

In addition to courses of study listed in this section, the department also participates in the Concentration in Criminal Justice of the Master's of Public Administration offered in the School of Graduate Studies. Undergraduate enrollment for graduate courses is permitted for some seniors subject to the policies of the School of Graduate Studies. See the Graduate Programs section of this catalog for those policies and a description of the MPA program and courses.

IV. SOCIAL WORK (SWK) PROGRAM COURSES:

SWK 200. Introduction to Social Work

Required for: Social Work Major. Historical and current overview of the social welfare system and the field of social work. Basic social work concepts. Social welfare structure and services. Social work intervention methods. Field experience required. Fall, Spring. Credit, 3 semester hours. Prerequisite: ENG 105, 106.

SWK 245. Human Diversity and Populations at Risk (SOC 245)

This course is designed to provide the student with a theoretical perspective on human relations and to aid the student in acquiring a better understanding of diversity as it applies to selected groups in the United States. Although other historically disadvantaged groups may be addressed, a case study approach is utilized for the following: African-Americans, Asian-Americans, Native-Americans, Latin-Americans, women, homosexuals, and Jews. [SWK majors must complete with a minimum 2.0] Fall, Spring. Credit, 3 semester hours.

SWK 270. Medical Terminology (SAB 270, SOC 270)

The same course as SAB 270 and SOC 270. Credit, 2 semester hours

SWK 304. Social Aspects of Human Sexuality (SOC 304)

Human sexuality is analyzed as a social, psychological, and biological process. Included is a discussion of sexual values and behaviors and their relationship to social structure. As announced. Credit, 3 semester hours.

SWK 345. Human Behavior and Social Environment I

Behavior in the socio-cultural psychological and biological contexts which determine life-cycle development and behavior. Human functioning in the social environment. Spring. Credit, 3 semester hours. Prerequisite or co-requisite: BIO 103 or PED 349 or equivalent; PSY 101; SOC 101 or SOC 201; SWK 200 and 245 recommended.

SWK 348. Social Welfare Policies and Programs I

Process of policy-making, programming and planning. Social, cultural, economic, and political influences on the social welfare system. Fall, Spring. Credit, 3 semester hours. Prerequisite: PSPA 100 or 101.

SWK 350. Correctional Treatment (CRJ 350)

Discussion and application of various Social Work methods will be included along with the history of treatment and rehabilitation in correctional institutions. Students will focus upon how a social worker provides services within the authoritarian setting of a correctional institution. Same course as CRJ 350. Fall. Credit, 3 semester hours.

SWK 354. School Social Work

An overview of school social work as an area of social work practice. Emphasis will be placed upon historical development, legislation affecting school social work practice, problems of school age children, and the role of the school social worker in dealing with these problems. As announced. Credit, 3 semester hours. Prerequisite: SWK 200 or permission of instructor.

SWK 360. Social Statistics (CRJ 360, SOC 360)

The same course as CRJ 360 and SOC 360. Credit, 3 semester hours.

SWK 380. Social Work Practice I

Social work methods for serving individuals, groups, and communities. [SWK majors must complete with a minimum 2.0] Fall. Credit, 3 semester hours. Prerequisite: Permission of instructor; SWK 200 recommended.

SWK 382. African-American Populations (SOC 382)

This course is designed to provide the student with a theoretical perspective on the African American family. The course offers an opportunity for students to explore, analyze, and experience various aspects of African American culture via the study of history, oppression, social programs, and acculturation.

This course will equip students with skills, sensitivities, and knowledge necessary to help them function more intelligently within a pluralistic society and can serve as a guide for better race relations. The student will learn how to analyze the impact of society on family structure and functioning, and the reciprocal impact of families on society. As announced. Credit, 3 semester hours. Prerequisite: SWK 200 is recommended..

SWK 383. Child Welfare Services
Historical perspective on the development of our society's perception of children's needs. Current situation in social services for children. Fall. Credit, 3 semester hours. Prerequisite: SWK 200 is recommended.

SWK 384. Gerontological Social Work
Problems and needs of the aged. Role of the social worker in planning and providing services. Analysis of existing programs. Students will be involved in the delivery of care to aged individuals. Fall. Credit, 3 semester hours. Prerequisite: SWK 200 is recommended.

SWK 385. Social Work Practice II
A continuation of SWK 380. [SWK majors must complete with a minimum 2.0] Spring. Credit, 3 semester hours. Prerequisite: SWK 380; and permission of instructor.

SWK 387. Women in Society (SOC 387)
This course is designed to provide the student with a review of themes on women's development and their interaction with micro, mezzo and macro systems. The goal of this class is to aid the student in acquiring a better understanding of developmental paradigms and how that applies to social work service delivery to the women of the United States with particular emphasis on services within our rural community. The interaction between women and color, socioeconomic status, religion, disability, and sexual orientation will also be reviewed. As announced. Credit, 3 semester hours. Prerequisite: SWK 200 is recommended.

SWK 388. Native American Populations (SOC 388/AIS 388)
Using a person-in-environment perspective, the social service delivery system is analyzed within the uniqueness of the cultural parameters of different tribal communities. Laws and regulations that affect social service delivery to Native Americans are reviewed. Social problems that are common among Native American groups are also emphasized while equipping students with skills, sensitivities, and a knowledge base necessary to practice generalist social work effectively. As announced. Credit, 3 semester hours. Prerequisite: SWK 200 is recommended.

SWK 391. Understanding Social Research
The ethics, standards, and methods of scientific inquiry in social research and the helping services. Particular emphasis is given to standards and methods to improve helping skills. The course is directed to the professional research needs of those preparing for careers in such areas as medical sociology and social work. Spring. Credit, 3 semester hours. Prerequisite: SOC 201 or 101 and MAT 105 or 107.

SWK 397. Experiential Learning I
See Program Director prior to registration. Fall, Spring, Summer. Credit, 3 semester hours.

SWK 398. Directed Research I
Written acceptance by a supervising faculty member is required. Based on the student's written proposal, together with the faculty member's acceptance, is submitted for approval to the Program Director prior to registration. Fall, Spring, Summer. Credit, 1 semester hour.

SWK 399. Directed Research II
Same as SWK 398. See Program Director for permission to register. Credit, 2 semester hours.

SWK 403. Supervision in Human Service Organizations
A survey of administrative considerations such a manpower utilization, supervisor/worker interaction, and roles and functions of supervisors and workers. This course is suggested for students who presently are supervisors or expected to be in a supervisory position. As announced. Credit, 3 semester hours. Prerequisite: SWK 348.

SWK 445. Human Behavior and Social Environment II
This course is a continuation of SWK 345. Special focus is placed on issues of human development that are the concerns of generic entry level social work practitioners. Spring. Credit, 3 semester hours. Prerequisite: SWK 345.

SWK 448. Social Welfare Policies and Programs II
This course is a continuation of SWK 348. Theories of organization and their implication for social work are explored. Emphasis is placed on the underlying assumption, goals, and possible consequences of professional policy positions. Fall. Credit, 2 semester hours. Prerequisite: SWK 348.

SWK 450. Social Work Values and Ethics
This course is designed to provide students with the opportunity to explore the ethics and values related to social work practice. Students will integrate theory and practice by reviewing ethical dilemmas. Students will also learn to classify value conflicts and the dilemmas of ethical decision-making. Fall, Spring. Credit, 1 semester hour.

SWK 455. Treatment of Alcohol and Drug Addiction (SAB 455)
Substance abuse treatment and rehabilitation involving individual clients, families and groups is addressed. Modalities of treatment, treatment planning, case management and managed care in addictions are also addressed. Spring. Credit, 3 semester hours.

SWK 480. Social Work Practice III
This course is designed to further develop students' generalist social work skill. Practice content also emphasizes professional relationships that are characterized by mutuality, collaboration, and respect for the clients. This course includes content regarding knowledge, values and skills to enhance the well-being of people and to help ameliorate the environmental conditions that affect people adversely. Practice content also includes approaches to and skills for practice with clients from differing social, cultural, racial religious, spiritual and class backgrounds, and with systems of all sizes. Fall, Spring. Credit, 3 Semester hours. Prerequisite: SWK 385

SWK 490. Field Work
Each student will complete a minimum of 32 hours per week in an assigned supervised field setting. Successful completion of a minimum of 400 clock hours is required at the end of the semester in order to receive a passing grade [see http://www.uncp.edu/sw/fieldexp.html for more details]. The field work experience is designed to facilitate professional development as well as to integrate social work skills, knowledge, and values. NOTE: Pass/Fail basis. SWK 490 and SWK 491 must be taken concurrently. Fall, Spring. Credit, 9 semester hours. Prerequisite: SWK 200, 245, 345, 348, 380, 385, 391 and permission of instructor.

SWK 491. Integrative Seminar for Field Work
This course will focus on the transition from student to entry level professional. Each student will engage in field work activity that will allow the development of generalist skills; will explore multi cultural/lifestyle and practice issues and will present a case in order to demonstrate the integration of social work skills, knowledge and values. Each student will demonstrate the development of professional communication skills and will be able to function in a human service setting. NOTE: Letter grading basis. SWK 490 and SWK 491 must be taken concurrently. Fall, Spring. Credit, 1 semester hour. Prerequisite: SWK 200, 245, 345, 348, 380, 385, 391 and permission of instructor.

SWK 497. Experiential Learning II
See Program Director prior to registration. Fall, Spring, Summer. Credit, 3 semester hours.

SWKS 4xx. Special Topics in Social Work
This course is to provide flexibility to introduce specialized courses which may be of substantial interest to students. Topics will vary from time to time according to student interest. As announced. Credit, 3 semester hours.

NURSING PROGRAM

The University of North Carolina at Pembroke and Fayetteville State University
Director: Margaret G. Opitz

Cherry Maynor Beasley (UNCP)
Victoria Elmore (UNCP)
Jennifer Johnson (UNCP)
Doretha Singley (UNCP)
Barbara Synowiez (UNCP)
Mary Dickey (FSU)
Barbara Faison(FSU)
Elizabeth Markham(FSU)

BACHELOR OF SCIENCE IN NURSING

Bachelor of Science in Nursing Degree (BSN) for RNs: The RN/BSN program is offered by the Southeastern North Carolina Nursing Consortium which is a cooperative effort between Fayetteville State University (FSU) and The University of North Carolina at Pembroke (UNCP). The program is designed for registered nurses who wish to earn the baccalaureate nursing degree. Faculty are appointed to either parent institution but teach across campuses based on their areas of expertise and clinical preparation. Students may select either institution as each confers the BSN degree.

The program of 124 credit hours is designed for registered nurses from Associate Degree or hospital diploma nursing programs. The program assists registered nurses to integrate principles and theories of general education and nursing into the nursing process to provide care to clients and their families and to groups in diverse health care settings.

The program prepares the professional nurse generalist to perform six interrelated roles: Advocate, Clinician, Collaborator/Coordinator, Educator, Leader, and Researcher. Building on competencies attained by the registered nurse, the program extends the student's knowledge, skills, attitudes, and scope of practice of the student for expanded career opportunities, enhances personal and professional satisfaction, and develops a foundation for further study in graduate nursing education.

The program holds membership in the American Association of Colleges of Nursing (AACN). The program is accredited by the Commission on Collegiate Nursing Education (CCNE).

The philosophical view of human beings in relation to their environment, health, professional nursing practice, education, and teaching/learning provide the foundation for the program.

PURPOSES

The purposes of this nursing program for registered nurses reflect the tripartite roles of teaching, research, and community service articulated in the mission of both UNCP and FSU. The purposes of the nursing program are to:

1. Promote and advance the accessibility, availability, and quality of professional nursing education and practice for registered nurses of southeastern North Carolina.
2. Provide the opportunity for upward mobility for registered nurses.
3. Prepare generalist nurses capable of delivering quality professional nursing care for individuals and groups in diverse settings with knowledge and skills commensurate with the highest standards of clinical practice.
4. Provide instruction that incorporates multicultural content and learning experiences that enable the nurse to deliver nursing care to underserved populations with a focus on rural clients, ethnic groups, the elderly, the poor, and women.
5. Provide a foundation for further study as a specialist in nursing at the graduate level.
6. Influence the course and progress of health care delivery in southeastern North Carolina by preparing professional nurses to participate in health care policy.
7. Enhance the effectiveness of nurses collectively by promoting professional identification, commitment, and collegiality.

ADMISSION REQUIREMENTS

All applicants seeking admission to the Baccalaureate Nursing program must meet the following requirements:

1. Be admitted to one of the consortium institutions (FSU or UNCP) by meeting general requirements for admission as a regular degree seeking student. Students may take nursing courses if they have 9 or fewer credit hours to complete of the General Education requirement and support courses
2. Present evidence of having earned an Associate Degree in Nursing or a Hospital Diploma in nursing, from an accredited program.
3. Have a current and unrestricted North Carolina nursing license.
4. Complete General Education and support courses satisfactorily (grade of C or better) before enrolling in the first nursing course.

ACADEMIC STANDARDS FOR PROGRESSION

The following requirements must be met in order to progress in the nursing program:

1. Maintain an unrestricted, current RN license.
2. Maintain a cumulative grade point average of C (2.0) or higher.
3. Achieve a grade of C or higher in each nursing course before proceeding to the next nursing course.
4. Receive a P (pass) grade on the laboratory or clinical component of each nursing course that has either laboratory or clinical experience. A grade of F (fail) in any laboratory or clinical component will result in an F for the course.
5. Only one nursing course may be repeated one time during progression through the nursing program.
6. Maintain current CPR certification, TB (or x-ray) testing, evidence of Hepatitis B vaccination, and malpractice insurance while enrolled in the nursing program.
7. Adhere to all policies of the universities, nursing program, and clinical agencies.

VALIDATION OF PREVIOUS NURSING EDUCATION

Validation of previous nursing education is achieved by successful completion of Nursing 300 and Nursing 320.

PROGRAM DESCRIPTION

FSU			UNCP	
CORE / GENERAL EDUCATION & SUPPORT COURSES				63 hrs
ENG 110/120	6 hrs	Composition	ENG 105/106	6 hrs
Restricted selection	3 hrs	Humanities/Speech	restricted selection (PHI 101 recommended)	12 hrs
PHIL 110	3 hrs			
SPEE 200	3 hrs			
PSY 210	3 hrs	Social Sciences	PSY 101	3 hrs
SOC 210	3 hrs		SOC 101	3 hrs
PSY 331	3 hrs		restricted selection	3 hrs
CHEM 101/102 w/lab	8 hrs	Natural Sciences/ Math	CHM 130/131 or 140/141	6 hrs
			Chem Labs	2 hrs
MATH 123	3 hrs		MAT 105 or higher	3 hrs
Select	2 hrs	Physical Ed	Select	1 hr
ZOOL 210/230	6 hrs	A&P	BIO 211/212	8 hrs
BIOL 330	3 hrs	Microbiology	BIO 315	4 hrs
STAT 202	3 hrs	STAT	MAT 210	3 hrs
CSC 100	3 hrs	Computer	CSC 100	3 hrs
Restricted electives	11 hrs	Electives	Electives	6 hr
VALIDATION OF PREVIOUS NURSING EXPERIENCE				30 hrs
NURSING MAJOR				31 hrs
NURS 300	3 hrs	Transition to Prof. Nursing	NUR 300	3 hrs
NURS 310	3 hrs	Transcultural Nursing	NUR 310	3 hrs
NURS 320	3 hrs	Health Assessment	NUR 320	3 hrs
NURS 330	3 hrs	*Gerontologic Nursing	NUR 330	3 hrs
NURS 325	3 hrs	Pathophysiology	NUR 325	3 hrs
NURS 400	3 hrs	Nursing Research	NUR 400	3 hrs
NURS 411	3 hrs	Nursing Leadership	NUR 411	3 hrs
NURS 421	3 hrs	*Women's Health	NUR 421	3 hrs
NURS 430	5 hrs	Cont. Supp. Nursing: Community	NUR 430	5 hrs
NURS 480	2 hrs	Senior Practicum	NUR 480	2 hrs
NURS 450	3 hrs	Capstone	NUR 450	3 hrs
	124	**Total Hours**		124

*Either NURS 330 or 421 is required.
Refer to General Education Requirements section of this catalog for restricted elective choices.

COURSES

NOTE: The numbers enclosed in parentheses immediately following course numbers indicate the semester hour credits, lecture contact hours, and laboratory hours respectively. Lecture and laboratory hours are normally scheduled each week for one semester in the course. Credit hours for laboratory experiences are calculated as one semester credit hour for 3 contact hours.

NUR 300 (3-3-0) Transition to Professional Nursing

This course focuses on the role of the professional nurse. An overview of the delivery of professional nursing practice and role transition. Advanced theoretical concepts will be examined using the nursing process as a framework. *Prerequisites: Admission to the Nursing Program.*

NUR 310 (3-3-0) Transcultural Nursing

This course is designed to assist the nurse to expand his/her view of man. Man is defined as a functioning, whole unit with integrity and uniqueness who uses symbols to communicate with the environment. Emphasis will be placed on the concepts of cultural, belief systems, health, and caring and how these concepts affect the nursing care delivery system. *Prerequisite or Corequisite: NUR 300.*

NUR 320 (3-2-3) Health Assessment Across the Life Span

This course prepares the student to conduct comprehensive health assessments. Emphasis is placed on the acquisition, processing, and interpretation of data collected from clients of all ages. A physical, psychological, sociocultural, and spiritual approach is used to assess the client and to incorporate consideration of the client's needs, state of wellness, development level, and response to life experiences. The campus laboratory experience consists of practice with clients. Successful completion of the course validates lower division technical nursing clinical. *Prerequisite or Corequisite: NUR 300.*

NUR 325 (3-3-0) Pathophysiology Across the Life Span

This course prepares the student to systematically approach complex situations. Emphasis will be placed on the integration and application of pathophysiological concepts to the holistic human in time of physical stress. This course utilizes the nursing process as the basis for examining persons with pathologies requiring multiple dimensions of nursing care. *Prerequisite: NUR 300.*

NUR 330 (3-3-0) Gerontological Nursing

This course examines the process of aging. Physical, psychological, sociocultural, and spiritual aspects of aging are examined within the context of the family and society. Advanced theoretical concepts will be examined using the nursing process. NOTE: Students must take either NUR 330 or NUR 421. *Prerequisite: NUR 300.*

NUR 400 (3-3-0) Nursing Research and Theory

This course focuses on the cognitive and professional skills of nursing research and theory. The cognitive skills emphasized include critical thinking, problem solving, research critique, and theory utilization in professional nursing practice. The professional skills include valuing research as a basis for professional nursing practice. *Prerequisites: NUR 300, NUR 310, NUR 320, NUR 325.*

NUR 411 (3-3-0) Nursing Leadership Perspectives and Trends in Contemporary Nursing Practice

This course is designed to analyze the role of the professional nurse as a leader in the profession and health care delivery. The course will focus on nursing leaders as vanguards of the profession and the role of the nurse leader in health care delivery. Advanced theoretical concepts will be examined using the nursing process as a framework. *Prerequisites NUR 300, NUR 310, NUR 320, NUR 325 or Corequisite: NUR 400.*

NUR 421 (3-3-0) Nursing and Women's Health

This course is designed to focus on the current health care challenges and issues of women's health and implications for professional nursing practice. Women's roles in a complex society will be examined to facilitate increased self awareness and as consumers and providers in the health care delivery system. NOTE: Students must take either NUR 330 or NUR 421. *Prerequisites: NUR 300.*

NUR 430 (5-3-6) Contemporary Supportive Nursing: Individual, Group, Family, and Community Systems

This course is designed to provide the opportunity for the student to assist culturally diverse populations and aggregates within the community to achieve an optimum level of wellness. Special emphasis will be placed on advanced theoretical concepts related to health promotion, risk reduction, disease prevention, and developmental processes. The process of professional role development will be fostered through both independent and interdependent clinical experiences. *Prerequisites NUR 300, NUR 310, NUR 320, NUR 325 or Corequisite: NUR 400.*

NUR 440 (1-0-0) Professional Nursing Honors Practicum

Restriction: Must have a minimum overall cumulative GPA of "B" (3.0) and Nursing Director approval. Provides outstanding academic nursing students the opportunity to identify and analyze a nursing topic and/or problem of major interest. The focus will be a guided study under the direction of a nursing faculty in the area of the student's major interest. The project will include a formal type-written proposal, and final type-written and/or oral report. This course is NOT REQUIRED FOR THE DEGREE. *Prerequisite: Must be classified as a senior.*

NUR 480 (2-0-6) Senior Practicum

This practicum course is designed to promote student responsibility and accountability for professional Nursing practice by strengthening professional nursing roles and behaviors. *Prerequisites NUR 300, NUR 310, NUR 320, NUR 325 or Corequisites: This course will be taken in the senior year simultaneously with or before NUR 450.*

NUR 450 (3-3-0) Professional Nursing Issues in Practice: A Capstone

This course is the capstone experience that includes synthesis of nursing cognates and general education. The experience allows the student to assess their knowledge of the program objectives. The course will incorporate essential knowledge, psychomotor, and affective domains of BSN education. *Prerequisites or Corequisites: This course will be taken simultaneously with or after completing all other requirements for the BSN degree.*

SCHOOL OF BUSINESS

Dean: Eric Dent

The School of Business offers the Bachelor of Science degree with a major in either Business Administration or Accounting.

The University of North Carolina at Pembroke also offers master's degrees, including the Master of Business Administration (M.B.A.). Students should consult the School of Graduate Studies section of the catalog to obtain information about academic requirements for a specific master's degree program.

BUSINESS FACULTY

Mohammad Ashraf[6]
Stephen J. Bukowy
Mark Dalen
David O. Fricke
Cammie Hunt[3]
Howard G. Ling[5]
Edward L. Powers
Stewart Thomas
Sharon L. Bell[1]
Alexander N. Chen
Eric Dent
William R. Guffey
Allie Kassens
Rami Maysami
Douglas W. Schell
Michael C. Zaccaro
Ollie G. Bishop[2]
Rick Crandall
James R. Frederick
Lewis B. Hershey
Joseph Lakatos
John A. Parnell[4]
Donald R. Soucy

[1]Director of Master's in Business Administration Program
[2]Coordinator of Information Technology
[3]Director of Alumni and Student Services
[4]Belk Distinguished Professor of Management
[5]Director of International Programs
[6]Director of Economic and Business Research

BUSINESS PROGRAMS

The School of Business offers the Bachelor of Science degree with a major in either Business Administration or Accounting. Business Administration majors must choose a concentration in management, marketing, finance, or economics. Students wanting to complete two concentrations must complete all requirements for both concentrations and must complete at least 12 additional hours for the second concentration. A minimum of 50% of the semester hours in the Business major must be taken at UNCP. The School of Business offers minors in Business Administration, Economics, and Marketing for non-Business majors only. Business majors cannot obtain a minor from the School of Business.

The basic core of business studies emphasizes the broad background needed for successful competition in the dynamic work-world as well as preparation for further study in graduate programs. Another objective is to render service beyond the University and within the surrounding business community. Through a night degree program in management (see The Night Program), the School of Business serves students who are unable to attend daytime classes. Further assistance is supplied in placement services and special consultation to the business community at large.

Prospective students are strongly urged to consult a member of the faculty as soon as possible. To follow the courses in the necessary order, it is best to begin planning early.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Requirements for a Bachelor of Science in Business Administration	Sem. Hrs.
Freshman Seminar	1
General Education, including: MAT 107, ECN 202, 203	44
BSBA Common Body of Knowledge DSC 209, MGT 215; ACC 227, 228 DSC 313, 314; MGT 303, 307; MKT 312, FIN 310; ECN 301 or ECN/FIN 304; DSC 413; MGT 441, 466	42
Concentration (see below): choose one Economics, Finance, Management, Marketing	12
Business Electives (300 or 400 level)	6
General Electives	15
	Total:120

Concentrations: select one

Economics Concentration (12 hours): ECN 301*, 330, 411, 440, 495
*ECN 301 cannot be taken as part of the BSBA Common Body of Knowledge

Finance Concentration (12 hours): FIN 304,* 410, 418, and ACC 321, 331 or FIN 495
*ECN 304/FIN 304 cannot be taken as part of the BSBA Common Body of Knowledge

Management Concentration (12 hours): MGT 308, 408, 410; and MKT 405, MKT 420, MGT 315, or MGT 495

Marketing Concentration (12 hours): MKT 430, 450, 480; and MKT 320, 405, 420 or 495

BACHELOR OF SCIENCE IN ACCOUNTING

Requirements for a Bachelor of Science in Accounting	Sem. Hrs.
Freshman Seminar	1
General Education Including: MAT 107, ECN 202, 203	44
General Business Requirements DSC 209, MGT 215, 216; ACC 227, 228 DSC 313, 314; MGT 303, 307; MKT 312, FIN 310, ECN 301 or ECN/FIN 304; ACC 413; MGT 466	42
Accounting Requirements ACC 321, 322, 331, 417, 418, 421, 450, 458	24
Electives	9
	Total: 120

MINORS

Requirements for a Minor in Business Administration	Sem. Hrs.
ACC 227, ACC 228, MGT 307, MKT 312, FIN 310, ECN 100	
	Total: 18

Requirements for a Minor in Economics	Sem. Hrs.
Required Courses ECN 202 and 203	6
Choose four courses from: ECN 301, 304, 330, 341, 406, 407, 408, 440	12
	Total: 18

Requirements for a Minor in Marketing	Sem. Hrs.
Required Courses ACC 227, MGT 303, MGT 307, MKT 312	12
Choose one course from: MKT 430 or PRE 430	3
Choose one course from: MKT 405, MKT 420, MKT 480, MKT 495	3
	Total: 18

THE NIGHT PROGRAM

The Bachelor of Science in Business Administration, with a concentration in management, may be earned in whole or in part by attending classes at night. This is the only such complete, undergraduate degree program currently offered by the University.

The night program in management is a collaboration between the Office of Continuing Education (see Continuing Education) and the various academic departments.

The typical night-school semester offers approximately sixty courses, usually including from nine to twelve business courses and twenty to thirty courses that meet general education requirements. Night classes generally begin at 6:30 p.m. and meet for 150 minutes one night each week of the semester.

COURSES

ACCOUNTING (ACC)

ACC 227. Financial Accounting

Introduction to accounting. A study of the basic accounting equation, transaction analysis, and financial statements. Fall, Spring. Credit, 3 semester hours.

ACC 228. Managerial Accounting

An introductory study of internal accounting with emphasis on cost analysis and budgeting. The course stresses the attention-directing and problem-solving function of accounting in relation to current planning and control, evaluation of performance, special decisions, and long-range planning. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 227 or permission of instructor.

ACC 321. Intermediate Accounting I

A study of financial accounting theory and procedures. Includes time value of money and in-depth analysis of asset accounts. Fall. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 227 or permission of instructor.

ACC 322. Intermediate Accounting II

A continuation of ACC 321. Includes in-depth study of liability and capital accounts, revenue recognition. Spring. Credit, 3 semester hours. PREREQ: ACC 321.

ACC 331. Cost Accounting

Cost determination and analysis, cost control, and cost-based decision making. Included are such topics as job order and process costing systems, application of factory overhead, and responsibility accounting. Fall. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 228 or permission of instructor.

ACC 413. Accounting Information Systems

Basic concepts of accounting information systems including both computer based and manual systems. This course examines transaction processing systems with emphasis on internal controls and documentation, user support systems and systems development. Specific topics include spreadsheet functions, databases, etc. As Announced. Credit, 3 semester hours. PREREQ: DSC 209, ACC 331.

ACC 417. Income Tax I

Federal income taxes as applied to individuals and sole proprietorships. Includes an overview of the tax system and the effect that tax law has on individual economic decisions. Fall. Credit, 3 semester hours. PREREQ: ACC 227.

ACC 418. Income Tax II

Federal income tax laws applicable to partnerships, corporations, estates, and trusts. Spring. Credit, 3 semester hours. PREREQ: ACC 417.

ACC 421. Advanced Accounting

Mergers and acquisitions accounting as well as preparation of consolidated statements after acquisition. Special accounting problems in consolidated financial statements, partnerships, pension funds, fund accounting, and fiduciary accounting. Spring. Credit, 3 semester hours. PREREQ: ACC 322.

ACC 450. Governmental and Not-For-Profit Accounting

Study of accounting principles unique to not-for-profit organizations as prescribed by generally accepted accounting principles and the Governmental Accounting Standards Board. Fall. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 228 or permission of the instructor.

ACC 458. Auditing

A study of the theory and application of generally accepted auditing standards used in the examination of financial statements. The role of internal control review, working papers, audit programs, and the auditor's liability are considered along with selected case studies. Spring. Credit, 3 semester hours. PREREQ: ACC 322.

ACC 499. Directed Studies in Accounting

Independent study in an area of accounting of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: ACC 227, ACC 228, and permission of the Department.

ACCS 4xx. Special Topics in Accounting

The study of a particular topic of special importance, relevance, and currency in the field of accounting. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: ACC 227, ACC 228.

DECISION SCIENCE (DSC)

DSC 109. Business Uses of Computers

An introduction to the uses of microcomputers in business. Primary emphasis on spreadsheet analysis. Also includes DOS, word processing, database management. Fall, Spring. Credit, 3 semester hours.

DSC 209. Spreadsheet and Database Management

A comprehensive advanced-level course in spreadsheet analysis and database management. The focal point in this course will be on the use of spreadsheet analysis and database management to address contemporary business problems. Fall, Spring. Credit, 3 semester hours. PREREQ: DSC 109 or permission of the instructor.

DSC 313. Business Statistics I

A study of descriptive statistics including functional and summation notation, describing data graphically and numerically, and probability distributions. Fall, Spring. Credit, 3 semester hours. PREREQ: MAT 107.

DSC 314. Business Statistics II

A study of statistical inference including probability theory, random variables and probability distributions, testing hypotheses, estimating unknown parameters, analysis of variance, and linear and multiple regression. Fall, Spring. Credit, 3 semester hours. PREREQ: DSC 313.

DSC 365. Management Science

The mathematical concepts application to the solution of management problems. Topics include linear programming, decision theory, optimization, queuing theory, and transportation modeling. As Announced. Credit, 3 semester hours. PREREQ: DSC 314, MGT 307.

DSC 413. Management Information Systems

Introductory examination of the role of information systems in the support of managerial decisions. Communications theory, electronic storage systems, data base accumulation. As Announced. Credit, 3 semester hours. PREREQ: DSC 209, MGT 307.

ECONOMICS (ECN)

ECN 100. Economics of Social Issues

Economic thinking applied to persistent economic problems and issues in a market economy. Emphasis on implications for government policy rather than on the underlying theory. Topics include the nature of an economic system, demand and supply, monopolies, pollution and public goods, ethics and law, unemployment, inflation, the Federal Reserve System and money. Fall, Spring. Credit, 3 semester hours.

ECN 202. Principles of Microeconomics

This course focuses on the individual decisions in the market economy. After an overview of how a market economy works, the course develops theories of consumer behavior, the behavior of firms in various degrees of competition, and workers' decision to offer labor. Government regulation of markets is also examined. Fall, Spring. Credit: 3 semester hours.

ECN 203. Principles of Macroeconomics

This course offers an overall picture of the operation of our economy. The course focuses on how the economic system determines the level of national income, the unemployment rate, and the rate of inflation. Fiscal, monetary, and supply-side policies are discussed. Fall, Spring. Credit: 3 semester hours.

ECN 206. Economic Geography (GGY 206)

Geographic analysis of the location, development and distribution of major industries, resources, agricultural products, and economic services. Study of economic development problems and prospects. Fall, Spring. Credit, 3 semester hours.

ECN 301. Managerial Economics

Price determination, income distribution, consumer behavior, resource allocation, and the theory of the firm. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 107 and ECN 202 or permission of the instructor.

ECN 304. Money, Financial Markets, and Institutions (FIN 304)

Study of financial institutions and their role in the economy. Analysis includes the Keynesian macroeconomic model and effects of money and credit on national income, prices, and interest rates. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 107 and ECN 203 or permission of the instructor.

ECN 330. Public Finance (PSPA 331)

A descriptive and analytical study of government revenues and government expenditures. Includes federal, state, and local levels of government. As Announced. Credit, 3 semester hours. PREREQ: ECN 202 or ECN 203.

ECN 341. U.S. Economic History (HST 341)

A study of the United States economy from colonization to the present. Spring. Credit, 3 semester hours. PREREQ: Permission of instructor.

ECN 406. Comparative Economic Systems

A comparative study of alternative economic systems, including communism, socialism, and capitalism. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 407. Labor Economics

Examines the nature of the labor markets and problems dealing with labor groups. Topics include history of the labor movement, union structure, labor law, collective bargaining. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 408. Economic Development

Analysis of economic and social problems of underdeveloped regions. Theories and strategies of economic growth and development designed to accelerate solutions to these problems. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 411. Development of Economic Thought
A basic course in the development of economic theories and doctrines, from the ancient Greeks to the present day. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 440. International Trade
An introductory analysis of international trade relations, the nature of a country's imports and exports, costs and benefits of trade protectionism, the role of trade in the domestic economy, balance of payments, and the determination of exchange rates. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

ECN 499. Directed Studies in Economics
Independent study in an area of economics of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: ECN 202, ECN 203, and permission of the Department.

ECNS 4xx. Special Topics in Economics
The study of a particular topic of special importance, relevance, and currency in the field of economics. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: ECN 202, ECN 203.

FINANCE (FIN)

FIN 205. Personal Finance
Course focuses on tools consumers can use in making purchase decisions. Topics include planning and managing personal finances, credit, insurance, real estate, financial investments, retirement planning and estate planning. As Announced. Credit, 3 semester hours.

FIN 304. Money, Financial Markets, and Institutions (ECN 304)
Study of financial markets and financial institutions and their role in the economy. Analysis includes the Keynesian macroeconomic model and effects of money and credit on national income, prices, and interest rates. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in MAT 107 and ECN 203 or permission of the instructor.

FIN 310. Business Finance
Principles of financial management as they apply to American business organizations. The role of finance and the financial manager, risk, return and interest rates, long-term investment decisions, cost of capital, and short and long term financing decisions. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in ACC 228, DSC 313 or equivalent statistical course, and MAT 107 or permission of the instructor.

FIN 410. Financial Management
Finance from the viewpoint of the financial manager. This course introduces and utilizes the case study method to explore differences in financial policy, financial statements for ratio analysis, capital budgeting investment decisions, and strategic bond and stock valuations. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 310 or permission of the instructor.

FIN 418. Investment Analysis and Portfolio Management
Equity and debt securities as investments, the organization and functions of the capital market, and the analysis and evaluation of securities and portfolios. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 310 or permission of the instructor.

FIN 420. Bank Management and Policy
Course focuses on the theory and practice of management of commercial banks and other depository institutions. Primary emphasis is on the application of concepts and analytical tools crucial to decisions

facing managers of contemporary banks. Areas covered include financial and portfolio management, deposit acquisitions, capital adequacy, managerial objectives, market and regulatory environment, and dimensions of risk. Spring. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 310 or permission of the instructor.

FIN 480. Financial Institution Internship

A work experience in a bank or financial institution where the student, under academic and employer supervision, participates in actual managerial functions and is exposed to the daily operation, decisions and working policies of the bank (minimum of 40 work hours per semester credit hour required). Students must keep an extensive diary of work experiences and submit frequent reports to the academic supervisor. As Announced. Credit, 1-3 semester hours. Pass/Fail. May be repeated for credit. PREREQ: A "C" or better in FIN 310 and the consent of Dean or faculty member supervising bank internships.

FIN 499. Directed Studies in Finance

Independent study in an area of finance of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: A "C" or better in FIN 310 and permission of the Department.

FINS 4xx. Special Topics in Finance

The study of a particular topic of special importance, relevance, and currency in the field of finance. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in FIN 310 or permission of the instructor.

MANAGEMENT (MGT)

MGT 215. Legal Environment of Business

The legal environment of business, contracts, personal property, commercial transactions, and forms of business organization. Fall, Spring. Credit, 3 semester hours.

MGT 216. Commercial Law

Study of the commercial legal environment in which business enterprises operate. Examines the law of contracts, sales and warranties, security interests, commercial paper, and debtor and creditor rights. As Announced. Credit, 3 semester hours.

MGT 303. Business Communications

Development of skill in the fundamentals of oral and written communication skills. In addition to studying the concepts of communication, students are required to make both oral and written presentations. The importance of effective communication within the business context is emphasized. Fall, Spring. Credit, 3 semester hours.

MGT 307. Principles of Management

Introductory study of the decision-making process tied to the planning, organizing, leading, and controlling of profit and non-profit organizations. Fall, Spring. Credit, 3 semester hours.

MGT 308. Organizational Theory and Behavior

Study of behavioral science concepts as they apply in organizational settings. Issues discussed include individual behavior, group behavior, leadership, motivation, and organizational design/development. As Announced. Credit, 3 semester hours. PREREQ: MGT 307.

MGT 315. International Business

An introduction to and an overview of the essential elements of international business. The course focuses on understanding and analyzing dynamics between corporate policies, strategies, management, and operations in international business and the cultural, political, social, legal, financial, and economic environments in which they operate. As Announced. Credit, 3 semester hours. PREREQ: MGT 307.

MGT 381, 382, 383, 384. Students in Free Enterprise I, II, III, IV
Educational experience in hands-on learning of free enterprise education. Students will be required to complete a minimum of 50 hours of project work in addition to other requirements set by the instructor. Fall, Spring. Credit, 1 semester hour each. PREREQ: permission of the instructor.

MGT 408. Human Resource Management
Application of behavioral science concepts in the development of hiring, training, and compensation policies relevant to the management of people at work. As Announced. Credit, 3 semester hours. PREREQ: MGT 307.

MGT 410. Small Business Management
Consideration of opportunities and obstacles involved in starting and operating a small business. Emphasis is placed on integrating major concepts from finance, marketing, operations, and accounting as they apply to owning and operating a small business. Fall. Credit, 3 semester hours. PREREQ: MGT 307, MKT 312, FIN 310.

MGT 411. Small Business Institute Problems
Project-oriented course in which teams, under the supervision of the instructor, provide consulting assistance to individuals who are starting a new business or currently operating a small business. Emphasis is placed on integration and application of business concepts to actual business situations. Limited enrollment. Spring. Credit, 3 semester hours. PREREQ: MGT 307, MKT 312, FIN 310 (MGT 410 desirable, but not required).

MGT 441. Operations Management
Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed. Fall, Spring. Credit, 3 semester hours. PREREQ: DSC 314, MGT 307.

MGT 466. Business Strategy
Course integrates knowledge from functional areas through analysis of complex business problems. Case approach requires student involvement in decision making. Fall, Spring. Credit, 3 semester hours. PREREQ: ACC 331 or MGT 441, MGT 303, and a "C" or better in MGT 307, MKT 312 and FIN 310 or permission of the instructor.

MGT 480. Management Internship
A work experience in an operating business where the student, under academic and employer supervision, participates in actual managerial functions (40 work hours per semester credit hour). Student must keep extensive diary of work experiences and submit frequent reports to academic supervisor. All internships, practica, and other external learning experiences are supervised by UNC Pembroke faculty, who also assign grades in the courses. Fall or Spring, contingent on faculty availability. Credit, 3 semester hours. Pass/Fail. PREREQ: Written proposal and consent of Department Chair.

MGT 499. Directed Studies in Management
Independent study in an area of management of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: MGT 307 and permission of the Department.

MGTS 4xx. Special Topics in Management
The study of a particular topic of special importance, relevance, and currency in the field of management. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: MGT 307.

MARKETING (MKT)

MKT 312. Principles of Marketing

An introductory course in basic marketing principles is viewed from the perspective of a marketing manager. Topics covered include the marketing concept, product analysis, consumer behavior, channels of distribution, pricing, promotion, international marketing, and marketing's role in society. Fall, Spring. Credit, 3 semester hours.

MKT 320. Consumer Behavior

Examination of the consumer decision-making process, including searching for, purchasing, using, evaluating, and disposing of products and services. Emphasis on how marketing mix, social-cultural factors, inner characteristics, and lifestyle affect consumer behavior. Discussion of current examples and public policy issues. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 312 or permission of the instructor.

MKT 405. Retail Management

Study of retail structure and organization. Analysis of major store functions including buying, selling, pricing, advertising, and inventory control. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 312 or permission of the instructor.

MKT 420. Personal Selling and Sales Management

An overview of skills and knowledge involved in personal selling management of sales programs. Emphasis on learning the different techniques for developing personal selling presentations, prospecting for customers, managing customer accounts, and sales management theories and their applications. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 312 or permission of the instructor.

MKT 430. Integrated Marketing Communications

A study of advertising planning and strategy. Topics include economics and social aspects, types of advertising, advertising objectives, development of advertising messages, media selection and evaluation, and advertising research. As Announced. Credit, 3 semester hrs PREREQ: A "C" or better in MKT 312 or permission of the instructor.

MKT 450. Marketing Research

A study of the application of research methods, both quantitative and qualitative, in the collection of marketing information and the development of marketing strategy. Applied marketing research studies are examined from the perspectives of planning, designing, executing, and interpreting. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 312 and DSC 314 or permission of the instructor.

MKT 480. Marketing Strategy

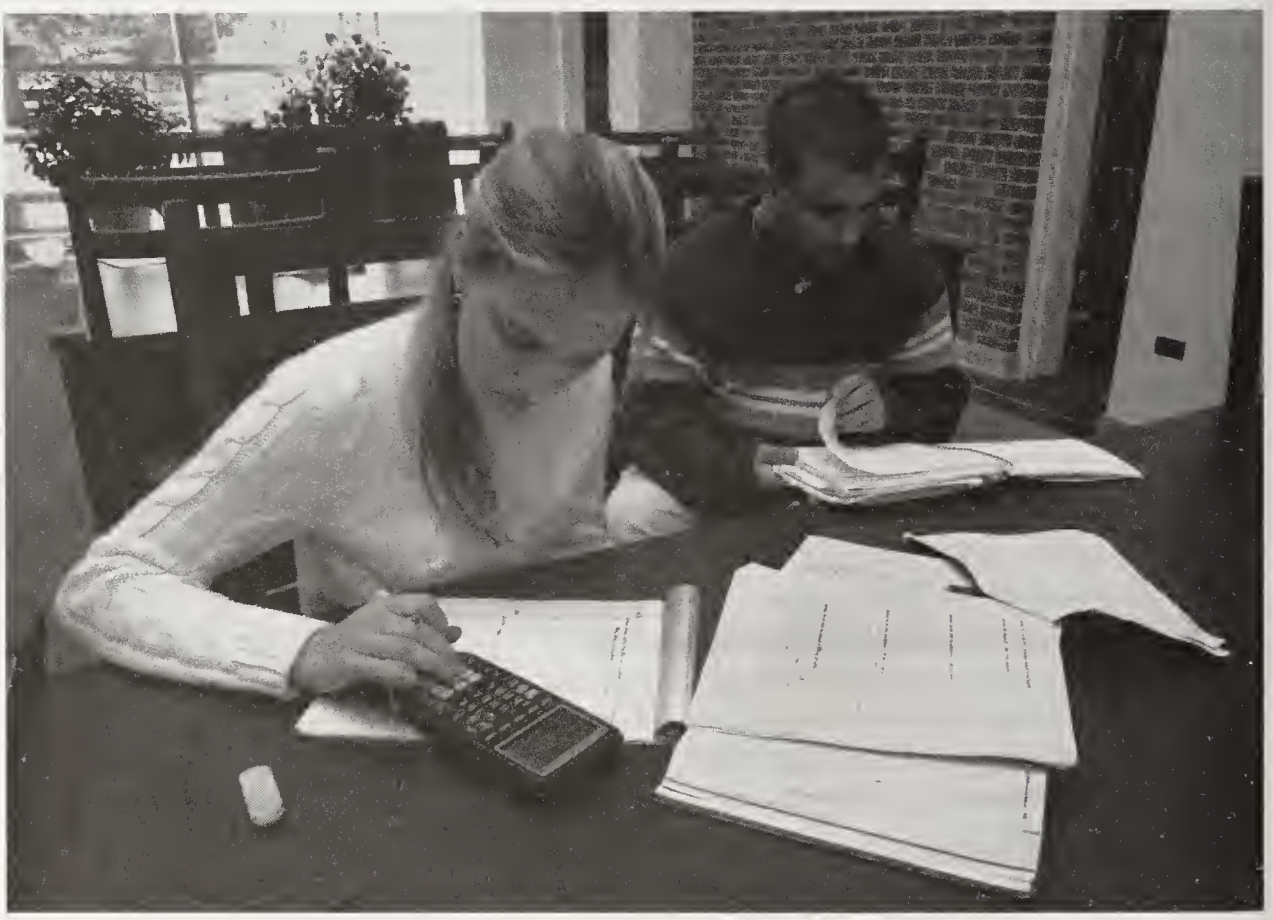
Integration of marketing elements in a strategic planning framework. Topics include demand analysis, formulating marketing strategies, establishing marketing policies and procedures, coordinating marketing actions, and evaluating performance of marketing functions. Fall, Spring. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 312 or permission of the instructor.

MKT 499. Directed Studies in Marketing

Independent study in an area of marketing of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced, and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal. Fall, Spring. Credit, 1-3 semester hours. PREREQ: A "C" or better in MKT 312 and permission of the Department.

MKTS 4xx. Special Topics in Marketing

The study of a particular topic of special importance, relevance, and currency in the field of marketing. The content of the special topics course varies with each offering. Course may be repeated as long as topic being studied is different. As Announced. Credit, 3 semester hours. PREREQ: A "C" or better in MKT 312 or permission of the instructor.



SCHOOL OF EDUCATION

Dean: Warren Baker

The School of Education administers the Teacher Education Program at The University of North Carolina at Pembroke. The University offers the Bachelor of Arts, Bachelor of Music, and Bachelor of Science degree with the following majors (program areas): Art Education (K-12), Biology Education (9-12), Birth-Kindergarten Education (B-K), Elementary Education (K-6), English Education (9-12), Mathematics Education (9-12), Middle Grades Education (6-9), Music Education (K-12), Physical Education (K-12), Science Education (9-12), Social Studies Education (9-12), Special Education–Learning Disabilities (K-12), and Special Education–Mental Retardation (K-12).

Some majors (program areas) are housed in the School of Education, and some majors (program areas) are housed in the College of Arts and Sciences.

The University of North Carolina at Pembroke also offers the Master of Arts in Education (M.A.Ed.) degree in the following areas: Elementary Education (K-6), Middle Grades Education (6-9), and Reading Education (K-12). A Master of Arts (M.A.) degree in Art Education (K-12), English Education (9-12), Mathematics Education (9-12), Physical Education (K-12), Science Education (9-12), and Social Studies Education (9-12) is also offered. Additionally, a Master of School Administration (M.S.A.) is offered. For more information about graduate programs in education, see the School of Graduate Studies section of this catalog.

The School of Education is composed of four departments: 1) the Department of Education; 2) the Department of Health, Physical Education, and Recreation;3) the Department of Aerospace Studies; and 4) the Department of Military Science. Through the Department of Education, the following degrees are offered: Elementary Education (B.S. and M.A. Ed), Middle Grades Education (B.S. and M.A. Ed); Reading (M.A. Ed); Special Education (B.S.); and Birth to Kindergarten (B.S.). The Department of Health, Physical Education, and Recreation offers the Bachelor of Science degree with majors in Health Promotion and Physical Education. The Department of Aerospace Studies prepares cadets for active duty as Air Force Officers through the General Military Course (GMC) and the Professional Officers Course (POC). The Department of Military Science offers the Army ROTC Basic and Advanced Courses which lead to second lieutenant commissions in the U.S. Army.

TEACHER EDUCATION PROGRAM 218
Director: Warren Baker

DEPARTMENT OF EDUCATION 246
Chair: Jane Huffman

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, & RECREATION 255
Chair: Tommy Thompson

DEPARTMENT OF AEROSPACE STUDIES 267
Director: Major Jennifer Berry (Air Force)

DEPARTMENT OF MILITARY SCIENCE 270
Director: Master Sergeant Johnny Torre (Army)

TEACHER EDUCATION PROGRAM

Director: Warren Baker

Warren Baker [3]
Janet Byers [11]
Virginia P. Jones [5]
Otis McNeil [17]
Sharon Sharp [18]
Karen Stanley [19]
Patricia Valenti [6]
Sue Bowden [7, 14]
Swannee Dickson [1]
Mary Klinikowski [8]
Debra Preston [20]
Sara Simmons [15]
Tommy Thompson [12]
Betty Wells Brown [4]
Janet Fortune [2]
Ann Horton Lopez [10]
Larry Schultz [13]
Julie Smith [9]
William Truman [16]

[1] Elementary Education (Undergraduate)
[2] Middle Grades Education (Undergraduate)
[3] Middle Grades Education (Graduate)
[4] Reading (Graduate)
[5] English Education (Undergraduate)
[6] English Education (Graduate)
[7] Biology Education (Undergraduate)
[8] Mathematics Education (Undergraduate)
[9] Social Studies Education (All Levels)
[10] Art Education (All Levels)
[11] Music Education (All Levels)
[12] Physical Education (All Levels)
[13] Special Education (Undergraduate)
[14] Science Education (Graduate)
[15] Professional Studies Coordinator
[16] Mathematics Education (Graduate)
[17] School Administration (MSA)
[18] Elementary Education (Graduate)
[19] Birth to Kindergarten (Undergraduate)
[20] School Counseling (Graduate)

Teacher Education Mission Statement

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students and whose understanding of the dynamic interrelationship among theory, practice, and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

Accreditation and Licensure

All Bachelor's degree teacher preparation areas are accredited by the National Council for Accreditation of Teacher Education (NCATE) and the North Carolina State Board of Education. The North Carolina Department of Public Instruction issues licenses to teach in the public schools of North Carolina. Requirements for licensure are established by the NC State Board of Education and are subject to change. Accreditation provides for reciprocal licensure with other states that recognize national accreditation.

NOTE: UNC Pembroke's Title II Report is included in Appendix B of this catalog.

Teacher Education Program Standards

The Teacher Education Program is designed to prepare all candidates to meet or exceed six standards established by the Teacher Education Committee in partnership with individual program area advisory councils. A comprehensive version of the Standards, including specific goals and objectives for each program area, is presented in the Teacher Education Program Student Handbook, the Teacher Education Policy Manual, the Teacher Education Program Internship Handbook, and the Teacher Education Program website. An abbreviated list of goals/objectives for each program area is listed with the respective program of study outline in the section that follows.

Teacher Education Program Organization

The Teacher Education Program at UNCP is a cross-disciplinary program, governed by the Teacher Education Committee and administered by the Dean, School of Education. General information about admission to the Teacher Education Program, policies and procedures, licensure and testing requirements, special programs, and resources appears in this section. Please note that some licensure areas or majors are housed in the School of Education and some are housed in their respective academic departments in the College of Arts and Sciences.

Teacher Education Program Governance

The Teacher Education Committee is the University-wide committee responsible for overseeing all teacher education programs. Its specific functions include establishing teacher education policies, reviewing all proposed changes to teacher education curriculum, reviewing proposed teacher education programs, reviewing the professional studies component of the program, approving applicants to the teacher education program, approving applicants for the professional semester, assuring compliance with state and national accreditation standards, and considering other matters related to teacher education. For a comprehensive description of the Teacher Education Committee organization and function, see the Teacher Education Program Policy Manual and the UNCP Faculty Handbook, Section 4-3.25b.

Teacher Education Program Area Advisory Councils

Each Teacher Education program area—Elementary Education (K-6), Mathematics Education (9-12), Art Education (K-12), and so on—has an advisory council consisting of public school clinical teachers, University supervisors, College of Arts and Sciences faculty, undergraduate and/or graduate students, professional studies faculty, and other professionals related to the given program area. The program area advisory councils represent multiple perspectives on various aspects of program content, policy, procedures, and impact. The advisory council membership for each program area is listed in the 2003-2004 Teacher Education Program Student Handbook.

Teacher Education Curriculum

The program of study, or curriculum, for teacher education majors is comprised of four components: General Education, Specialty Area (major), Professional Studies, and Content Pedagogy. A fifth component, academic concentration, is required in some programs of study (see following section). The General Education component includes study of the fine arts, literature, history, philosophy/religion, the social sciences, the natural sciences, mathematics, and physical education. The Specialty Area (major/licensure area) component is designed to provide in-depth understanding, skills, and knowledge specific to the chosen specialty/licensure area. The Professional Studies component includes study of the historical, social, psychological, and philosophical foundations of education; human growth and development; learning theories; curriculum, instruction; exceptional children, communication skills; and the integration of instructional technology. The Content Pedagogy component is designed to help the candidate learn how to teach content to public school students at the targeted age and grade level. The culminating professional development experience for prospective teachers is the senior internship (student teaching) under the direct supervision of a master teacher in a clinical setting.

Outlines of the requirements for each program area (major) follow and may also be found in the academic department section referenced in the chart on page 31.

Special Requirement for Some Teacher Education Majors: Academic Concentration

As required by the Board of Governors of The University of North Carolina, all students seeking a baccalaureate degree in Elementary Education, Middle Grades Education, Special Education, or Physical Education must complete an academic concentration in a basic academic discipline as part of their degree requirements. The 24-30 hours comprising these academic concentrations have been selected to provide students with a cohesive study of a basic academic discipline. Academic

concentrations are available in American Indian Studies, Art, Biology, English, Geography, Geology, History, Mathematics, Music, Physics, Political Science, Psychology, Spanish, and Sociology. Students may choose a second major of 30 hours in Philosophy and Religion rather than an academic concentration. Academic concentration requirements are listed with the respective department.

Declaration of Major and Advising

As soon as the student decides to major in education, a Declaration of Major Form should be submitted to the Office of the Registrar in Lumbee Hall. The Declaration of Major Form is then forwarded to the School of Education where an advisor in the chosen program area is assigned to the student. A major advisor is critical to a student's timely and efficient progress through the Teacher Education Program.

Admission to the Teacher Education Program

The Teacher Education Committee selectively admits and periodically evaluates students in the Teacher Education Program on the basis of scholastic aptitude and suitability for teaching. Admission into the University as a student does not automatically satisfy eligibility requirements for admission to the Teacher Education Program. Eligibility for admission into the Teacher Education Program will be determined by regulations current at the time initial application is made for admission into the program.

To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the Professional Semester, each candidate must:

1. Have not more than 8 hours of the General Education requirements remaining.
2. Have earned a "C" (2.0) or better in EDN 302.
3. Have earned a grade of at least a "C-" (C if the course was repeated) in all required major and/or professional course work completed at the time of admission. (NOTE: Major and/or professional courses may be repeated only one time.)
4. Have at least a 2.5 cumulative Quality Point Average (QPA) on a 4.0 scale on all prior college/university course work.
5. Satisfactorily complete the Praxis I Series. Scores must be sent to UNCP by the Educational Testing Service. Students must meet the scores in effect at the time they apply to and qualify for admission to the Program [see next section for details].
6. Satisfactorily complete an admission interview.
7. Complete a Candidate for Professional Licensure (CPL) form. CPL forms are available in the School of Education.

Students with disabilities who may require special accommodations should consult the Dean of the School of Education.

Students should apply for admission to the Teacher Education Program during the second semester of the sophomore year or first semester of the junior year. Applications are available in the School of Education. (NOTE: Students are limited in their progression in Professional Education courses until they have been formally admitted to the Teacher Education Program.)

Students will receive written notification from the School of Education that their program application was approved or disapproved by the Teacher Education Committee. A student is not considered admitted to the Teacher Education Program until such notification is received.

The Praxis I Series Examination

Students seeking admission to the Teacher Education Program must satisfactorily complete the Praxis I Series - three subtests in reading, writing, and mathematics. Students must meet the required scores in effect at the time they apply to and qualify for admission to the program. These tests will normally be taken at the time General Education requirements are completed, usually by the second semester of the sophomore year or the first semester of the junior year. The School of Education must receive an official copy of the scores before the student may be admitted to the Teacher Education Program. The Educational Testing Service must send scores directly to UNCP. Student copies of scores are not acceptable. For more information about the Praxis I Series or other requirements for admission to the Teacher Education Program, consult your advisor.

Continuation in the Teacher Education Program

If a student earns a course grade lower than "C-" in a major or professional education course, if a student's quality point average falls below a 2.5, or if a student's application for admission to the Professional Semester of the Teacher Education Program is disapproved for any reason, the student is suspended from the Teacher Education Program. Students suspended from the program may not continue to progress in the program until the deficiencies are corrected. Required major and professional education courses in which a grade lower than a "C-" was earned must be repeated and a grade of "C" (2.0) or better must be earned. The course may be repeated one time only. Upon correction of the deficiencies, students suspended from the program may request reinstatement.

Enrollment in the Professional Semester

Enrollment in the Professional Semester is the culminating experience of the UNCP undergraduate Teacher Education Program. No student accepted for enrollment in the Professional Semester is permitted to register for any course other than those approved for the Professional Semester. The application for enrollment in the Professional Semester must be filed with the Office of University-School Programs.

To be eligible for consideration by the Teacher Education Committee and approved for enrollment in the Professional Semester, each candidate must:

1. Have completed all required General Education courses.
2. Have satisfactorily completed all professional education requirements, excluding those in the Professional Semester.
3. Have not more than six semester hours of program requirements remaining. The six hours must be approved by the student's advisor and the Dean of the School of Education.
4. Have an overall quality point average of 2.5 or better as well as a 2.5 or better in the student's major field of study.
5. Present a recommendation for teaching by the student's advisor, program coordinator, and respective department chairperson.
6. Secure a health clearance statement from the University Student Health Center.

Students with disabilities who may require special accommodations during the Professional Semester should contact the Director of University-School Programs.

Students will receive written notification from University-School Programs that their enrollment application was approved or disapproved by the Teacher Education Committee. A student is not officially enrolled in the Professional Semester until such notification is made AND all University registration procedures are completed.

Graduation

Students must apply for graduation. Applications, which are available in the Registrar's Office, must be submitted at least two semesters before graduation (December 1st of the year prior is the deadline for December graduation; May 1st of the year prior is the deadline for May graduation). Application for graduation is a University policy, separate from any Teacher Education Program policies and procedures.

NC State Licensure Examination Requirement: The Praxis II Series

All persons qualifying for a teaching license in North Carolina must pass the designated Praxis II specialty area tests. The Praxis II is normally taken during the Professional Semester. The School of Education must receive an official copy of satisfactory scores before a recommendation for licensure can be forwarded to the NC State Department of Public Instruction.

Students should have their scores sent directly to the University by the Educational Testing Service. Student copies are not accepted. Applications and information about the tests are available in the Office of University-School Programs. The appropriate specialty area exam must be taken for each area of licensure sought.

One Repeat Policy

Required major and professional education courses in which a grade lower than a "C-" was earned ("C" in EDN 302) must be repeated and a grade of "C" (2.0) or better must be earned. The course may be repeated only one time. Students who do not earn the required "C" (2.0) or better when repeating the course are not eligible for admission to or continuation in the Teacher Education Program.

Time Limit Policy

Students will have five years from the date of completing course work toward licensure to be recommended by UNCP for initial licensure. After five years have lapsed, a student's program of study will be reviewed and additional course work may be required before a recommendation will be made for initial licensure.

Major/professional education course work taken more than five years ago is subject to review and may not be accepted toward initial licensure.

Residency Requirements for Teacher Education Programs

Undergraduate students enrolled in one of the licensure programs in teacher education at UNCP will complete a minimum of 30 semester hours (2 semesters) of course work at the University prior to enrollment in the Professional Semester. This course work may be in the student's major and/or professional education.

Transfer Credit for Professional Education Courses

Upon the review and approval from the School of Education, up to six (6) hours transfer credit may be granted for professional education courses. Transfer credit will be accepted only from four-year colleges and universities with teacher education programs approved by at least one of the following: (1) North Carolina State Department of Public Instruction; (2) National Council for the Accreditation of Teacher Education (NCATE); or (3) appropriate regional accrediting agencies, e.g., Southern Association of Colleges and Schools. Transfer credit for professional education courses will not be accepted from two-year colleges or institutions including junior colleges, technical colleges or institutes, or community colleges.

Licensure-Only

The North Carolina Department of Public Instruction issues licenses to teach in the public schools. Individuals who already possess a baccalaureate degree must satisfy the same requirements for licensure as undergraduate teacher education majors. To determine which requirements have been met through previous study, an individual must complete a Request for an Individualized Education Program (IEP) form available from the School of Education. Transcripts from each institution attended must accompany the Request. Based upon review of the transcript(s) by the School of Education and the appropriate program coordinator, an individualized program of study is developed. Upon successful completion of the prescribed program of study, the student may apply for licensure recommendation from The University of North Carolina at Pembroke. Licensure-only students are subject to the same Teacher Education Program admission and continuation regulations as degree-seeking students. Additional information is available from the School of Education.

Special Resources and Facilities

The Curriculum Laboratory: The Curriculum Laboratory, housed in the Educational Center, is an essential part of the Teacher Education Program. It contains professional and instructional materials supporting all licensure programs in the Teacher Education Program. The Laboratory has textbooks used in K - 12 schools with supporting technological resources, teaching units, North Carolina Standard Course of Study, instructional media and equipment, professional books and journals, curriculum outlines, Praxis I review materials, equipment and resources for the construction of instructional materials, and satellite access for professional development service delivery.

The Education Technology Center (ETC): The ETC is a student computer lab housed in the Educational Center specifically designed for teacher education preparation. Hardware, software, and training are available to provide preservice teachers with opportunities to demonstrate mastery of the North Carolina Technology Competencies for Educators at both the basic and advanced levels. The ETC also houses a variety of materials designed to assist students preparing to take the Praxis I Series. All teacher education majors are encouraged to utilize the resources available in this Center.

The Learning Laboratory: The Learning Lab is a unit housed in the Educational Center. The lab, which is utilized by professors and education majors, provides space for the study and development of instructional materials, commercial and teacher-made. In addition to a wide collection of manipulative and multi-sensory materials, the Learning Lab also houses furniture and other physical equipment appropriate for creating flexible educational environments.

Special Programs: Teaching Fellows

The University of North Carolina at Pembroke is one of the fourteen institutions participating in the North Carolina Teaching Fellows Program. The Program is funded by the State of North Carolina to attract the "best and brightest" students to the teaching profession. High school students apply to the Teaching Fellows Program in the fall of the senior year. Following a state-wide selection process, four hundred Teaching Fellows are selected annually by the North Carolina Teaching Fellows Commission. Each Teaching Fellow receives a $26,000 scholarship ($6500/year for four years) and is required to teach in North Carolina for at least four years.

Teaching Fellows choosing to attend UNC Pembroke participate in an academically and culturally enriched teacher education program. Entering Teaching Fellows participate in a summer orientation program designed to introduce students to the teaching profession and acquaint them with the University, faculty, staff, administrators, and fellow students. Teaching Fellows enroll in a special section of the required Freshman Seminar course (FRS 100) taught by the Teaching Fellows Program Director.

Throughout their program of study at UNCP, Teaching Fellows participate in monthly seminars on topics including cultural diversity, leadership development, and other issues of importance to future teacher. The seminars are led by faculty, area educators, and leaders from the public and private sectors. Teaching Fellows work closely with select faculty mentors on research and special projects.

Educational and recreational field trips provide Teaching Fellows the opportunity for personal and professional development. Special social events are scheduled each semester. Teaching Fellows participate in activities coordinated by the Public School Forum during the summers following their freshman, sophomore, and junior years.

Additional information on the program is available from the School of Education and the Teaching Fellows Program Director.

UNDERGRADUATE LICENSURE PROGRAMS

NOTE: Students who desire teacher licensure in any one of the 13 programs outlined below should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

BACHELOR OF ARTS IN ART EDUCATION (K-12)

Coordinator: Ann Horton-Lopez
Location: Department of Art

PROGRAM DESCRIPTION

The program of study in Art Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Art Education program is one of 13 teacher education programs offered at UNCP. Art Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Art Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

One goal of the Art Education program is to help prospective art educators develop art insight and technical competence in their chosen area of study as well as groundwork for special interests and needs. Prospective art educators must also demonstrate professional awareness and communication skills concerning their discipline. They must be proficient as art instructors at all grade levels and have a philosophical basis for planning and implementing curricula in a pluralistic society. Students must be able to evaluate art products and procedures and defend their evaluations. More specifically, prospective art educators will:

1. attain a high level of visual literacy of history, criticism, aesthetics and production of art throughout their endeavors of art (art education), beginning to carry out the integration of these four disciplines through the activities of inquiry, production, observation and practice;
2. become familiar with traditional and contemporary art education movements, theories, and issues, demonstrating a knowledge of the fundamental principles and the language of art as part of their art theory instruction;
3. possess a comprehensive and integrated understanding of the visual arts, crafts, and art history;
4. be knowledgeable about the various techniques, materials, and studio procedures of art production and be able to translate those processes into sequentially based curricula for diverse learners;
5. gain knowledge, in the classroom and during field experiences, of the structure, procedures, and processes found in schools as related to the special area of art education;
6. know and understand the developmental stages (both cognitive and affective domains) and be able to structure lessons that are developmentally appropriate; and
7. take an active role in instructional planning, presentation, the uses of instructional technology, and assessment, taking into consideration the diversity of the population.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area	39
ART 101 Elements of Design	
ART 105 Introduction to Sculpture	
ART 109 Figure Drawing	
ART 111 Introduction to Ceramics	
ART 132 Introduction to Drawing	
ART 133 Introduction to Painting	
ART 140 Introduction to Printmaking	
ART 230 Digital Arts I	
ART 250 Communication Design	
ART 208 Survey of Art History I	
ART 209 Survey of Art History II	
Advanced Studio Concentration – 6 hours	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 310 Birth through Young Adult Development	
EDN 350 Educational Psychology	
EDN 419 Content Area Literacy in Middle and Secondary Schools	
EDN 430 Including Students with Special Needs	
Content Pedagogy	21
ART 305 Art Education in Grades K-6	
ART 306 Art Education in Grades 7-12	
ART 308 Art Education Field Experience	
ART 400 Art Education Curriculum	
EDN 449 Internship	
General Electives	6
	Total: 124

BACHELOR OF SCIENCE IN BIOLOGY EDUCATION (9-12)

Coordinator: Sue Bowden
Location: Department of Biology

PROGRAM DESCRIPTION

The program of study in Biology Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Biology Education program is one of 13 teacher education programs offered at UNCP. Biology Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Biology Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Biology Education program is to prepare effective teachers to facilitate the development of biology literacy in secondary schools. The program helps the prospective biology educator integrate the knowledge bases underlying biology into an internal framework of their own. Thus, the prospective biology teacher should be able to

1. develop a basic understanding of living systems, including levels of organization, physiology, genetics, interrelationships, and evolution;
2. develop a basic understanding of the nature of science, including philosophy and methodology;
3. develop a basic understanding of the interrelationships among the fields of science and between science and society;
4. contribute to the personal development of each individual;
5. develop an awareness of career opportunities in Biology;
6. develop an understanding of the methods and curriculum of Biology and other sciences;
7. develop communication skills and classroom management skills necessary for effective teaching; and
8. develop awareness of safety precautions specific to instruction in science.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(33)*
Specialty Area (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	62-63
BIO 100 & 100L Principles of Biology & Lab Investigation in Biology	
BIO 101 General Botany	
BIO 102 General Zoology	
BIO 304 Principles of Ecology	
BIO 371 Cell Biology	
BIO 422 Evolution	
BIO 472 Principles of Genetics	
Biology Electives 11-12 hours	
CHM 130 & 110 General Chemistry I & Lab	
CHM 131 & 111 General Chemistry II & Lab	
CHM 250 Organic Chemistry I	
MAT 107 College Algebra	
MAT 210 Introduction to Statistics	
PHY 150 College Physics I	
GLY 115 Earth Science	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 308 Adolescent Development	
EDN 350 Educational Psychology	
EDN 419 Content Area Literacy in Middle and Secondary Schools	
EDN 430 Including Students with Special Needs	
Content Pedagogy	15
SCE 300 Early Experiences for Prospective Science Teachers	
SCE 301 Practicum for Secondary Science Teachers	
SCE 400 Teaching Science in the Secondary School	
CSC 405 Current Topics in Computers in Education	
EDN 448 Internship	
General Electives	4-5
	Total: 128

BACHELOR OF SCIENCE IN BIRTH-KINDERGARTEN EDUCATION (B-K)

Coordinator: Karen Stanley
Location: School of Education

PROGRAM DESCRIPTION

The program of study in Birth-to-Kindergarten Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Birth-to-Kindergarten Education program is one of 13 teacher education programs offered at UNCP. Birth-to-Kindergarten Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Birth-to-Kindergarten Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goals of the Birth-Kindergarten program are to provide individuals with the knowledge, skills, and abilities needed to effectively serve infants, toddlers, and preschoolers in diverse settings; provide area educators with opportunities to refine and extend their ability to effectively serve infants, toddlers, and preschoolers in diverse settings; and provide preservice and inservice educators with the opportunity to earn licensure by the NC Department of Public Instruction in Birth-to-Kindergarten Education.

The specialized knowledge, skills, and abilities students will be expected to demonstrate include:

1. an understanding of various stages and substages of growth and development in young children, the unique patterns with which children progress through these stages, and the factors that distinguish the wide range of typical from atypical development;
2. knowledge of and skills in the design/adaptation and implementation of developmentally appropriate learning environments for young children;
3. understanding of developmentally and functionally appropriate curricula and methods for children from birth through two and for children three through kindergarten, including knowledge of and skill in utilizing a variety of curriculum models;
4. knowledge of and skill in working collaboratively with culturally diverse families;
5. positive attitudes toward children and families, and a strong commitment to continuous life-long study of young children and their learning;
6. skill in data collection, including screening and assessment procedures focused on individual development, critical reflection, and program evaluation;
7. skill in participating on interdisciplinary early childhood teams and in collaboration across agencies dealing with young children and their families;
8. skill in applying current instructional principles, research, an appropriate assessment practices to the use of computers and related technologies.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area (including Multidisciplinary Core)	24
ECE 301 Child Study: Typical & Atypical Development B-5	
ECE 302 Practicum in Child Study B-5	
ECE 360 Parent and Child Advocacy/Networking	
ECE 420 Administration of Early Childhood Programs	
HED 106 Safety and First Aid	
HED 109 Healthful Living	
HED 206 Nutrition	
PSY 315 Guiding Young Children	
SOC 303 The Family	
SED 200 Introduction to Children with Exceptionality	
Professional Studies	15
EDN 302 Foundations of Education	
EDN 306 Psychology of Early Childhood	
EDN 350 Educational Psychology	
EDN 408 Language and Literacy in the Early Years	
ECE 400 Developmental Assessment for Young Children	
Content Pedagogy	27
ECE 320 Curriculum & Environments in Infant/Toddler Programs	
ECE 321 Curriculum & Environments in Preschool Programs, 3-5 years	
ECE 340 Creative Experiences in the Early Years	
SED 322 Curriculum & Environments for Children with Special Needs, Birth-5	
SED 482 Supporting Families of Preschool Children with Disabilities	
ECE 446 Internship in Child and Family Development	
ECE 475 Professional Seminar for Preservice Birth-Kindergarten Teachers	
General Electives	17
	Total: 128

Preschool Add-on licensure is available to individuals holding a clear license in Elementary Education, Family and Consumer Sciences, or Special Education. Consult the Birth-to-Kindergarten Education coordinator or the School of Education for further details.

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION (K-6)

Coordinator: Swannee Dickson
Location: School of Education

PROGRAM DESCRIPTION

The program of study in Elementary Education consists of five curricular components: freshman seminar and general education, the specialty area, content pedagogy (methods and internship), professional studies, and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Elementary Education program is one of 13 teacher education programs offered at UNCP. Elementary Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Elementary Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Elementary Education program is to guide the professional development of teacher candidates who are morally and ethically committed to the learning, development, and well-being of all elementary children and who possess the knowledge, skills, and dispositions needed to guide the cognitive, social, emotional, and physical development of diverse learners in ways that inspire, engage, and affirm. The specific objectives for elementary education candidates are delineated in the Teacher Education Program Student Handbook. Briefly, the objectives of the program are

1. to develop a broad, informed worldview sensitive to the values and perspectives of diverse peoples;
2. to acquire the key concepts and tools of inquiry in the science disciplines, the literary disciplines, the social studies disciplines, the physical education and health disciplines, and the arts disciplines;
3. to acquire knowledge of the theories and principles of human growth and development;
4. to understand the major determinants of curriculum in the elementary schools, including the North Carolina Standard Course of Study;
5. to know how to plan instruction and employ a variety of instructional strategies including technology to meet the needs of diverse learners;
6. to understand the role of assessment in cycles of teaching and learning and to develop the disposition to reflect critically and integrate knowledge and experience into a coherent conceptual framework.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area/Content Pedagogy	46
HED 109 Healthful Living	
HST 317 History of North Carolina	
MUS 224 Musical Experiences for Young Children	
ART 305 Art Education in Grades K-6	
PED 316 Physical Education Activities for Grades K-6	
EDN 304 Curriculum in the Elementary School	
EDN 409 Early Literacy: Learning to Read in the Elementary School	
EDN 421 Teaching Language Arts in the Elementary School	
EDN 453 Teaching Social Studies in the Elementary School	
EDN 455 Teaching Science and Health in the Elementary School	
EDN 463 Teaching of Mathematics in the Elementary School	
EDN 465 Foundations, Educational Trends and Practice in Pre-School Education	
EDN 446 Internship in the Elementary School	
EDN 475 Professional Seminar for Pre-Service Teachers in the Elementary School	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 307 Middle Childhood Development	
EDN 350 Educational Psychology	
EDN 410 Content Area Literacy in the Elementary School	
EDN 430 Including Students with Special Needs	
Academic Concentration	24-30
	Total: 128

BACHELOR OF ARTS IN ENGLISH EDUCATION (9-12)

Coordinator: Virginia P. Jones
Location: Department of English, Theatre, and Languages

PROGRAM DESCRIPTION

The program of study in English Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina, The NC Department of Public Instruction issues the teaching license based on University recommendation.

The English Education program is one of 13 teacher education programs offered at UNCP. English Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The English Education program is accredited by the National Council of Teachers of English, the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS:

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goals of the UNCP English licensure program are that students will increase their knowledge of and competence in the language arts and will be prepared to become effective teachers in the English classroom and to function as contributing English professionals. The objectives of the program are that students will

1. understand such areas of the English language as historical and developmental perspectives, grammar systems, and dialects/levels of usage;
2. read and respond in various ways to works of American, British, and world literature, including literature by women, minorities, and non-western writers;
3. become acquainted with traditional and contemporary literature appropriate for adolescents and become aware of ways to encourage a variety of reader response to such literature;
4. experience and study both the writing process and written products for diverse purposes and audiences, completing a variety of writing tasks and studying pedagogical techniques appropriate to working with diverse learners;
5. be exposed to materials and methods for teaching reading, writing, speaking, listening, and viewing;
6. practice instructional planning, presentation, and assessment in the field of English, understanding the necessity of critical reflection in the entire instructional process;
7. learn how to use diversity of learners, technology, and community resources as strengths in the English classroom; and
8. gain a sense of professionalism through exposure to positive pedagogical models in their course work, through structured, monitored early field experiences, and through an extended supervised student teaching experience.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45 (36)*
Specialty Area (*9 semester hours of Foreign Language and 200-level Literature may count toward General Ed)	40-46

SPE 200 Interpersonal Communication or SPE 201 Fundamentals of Speech
Foreign language competency at the 132 course level** – 0-6 hours
ENG 205 World Literature before 1660 or ENG 206 World Literature after 1660
ENG 223 American Literature before 1865 or ENG 224 American Literature since 1865
ENG 247 British Literature before 1790 or ENG 248 British Literature after 1790
ENG 304 Principles of Literary Study
ENG 346 Aspects of the English Language
ENG 371 English Grammar
ENG 457 Shakespeare (fall only)
ENGS 4xx (numbers vary) Seminar in Literature
Select four from list below:
ENG 201 Southern Literature, ENG 202 Contemporary Literature, ENG 204 Mythology of All Peoples, ENG 208 Women's Literature, ENG 209 Literature and Film, ENG 210 African American Literature, or ENG 220 Native American Literature
ENG 332 British Literary Period, Pre-1790
ENG 333 British Literary Period, Post-1790
ENG 334 American Literary Period, Pre-1865
ENG 335 American Literary Period, Post-1865
ENG 342 The British Novel
ENG 343 The American Novel
ENG 354 Modern Drama
ENG 356 Modern Fiction
ENG 366 Modern Poetry
ENG 370 Advanced Composition
ENG 374 Writing Poetry II or ENG 375 Writing Fiction II
ENG 402 Literary Criticism
ENG 423, 424 Special Topics in American English
ENG 481 Phonetics and Phonology, ENG 483 Second Language Acquisition, or ENG 485 Cultural Issues of English as a Second Language
Select one from list below:
JRN 182 Yearbook Production, JRN 191 Newspaper Production, THE 162 Play Production, THE 164 Stage Make-up

Professional Studies	13

EDN 302 Foundations of Education
EDN 308 Adolescent Development
EDN 350 Educational Psychology
EDN 419 Content Area Literacy in Middle and Secondary Schools
EDN 430 Including Students with Special Needs

Content Pedagogy	18

EED 384 Literature and Reading for Adolescents (6-12): Methods and Materials (spring only)
EED 389 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)
EED 449 Internship for Secondary English Education (spring only)
EED 475 Professional Seminar in Secondary English Education (spring only)

General Electives	9-15
Total:	122

**The foreign language requirement may be met by completing 131 and 132, by testing into and completing 132 only, or by testing out of both 131 and 132.

ENGLISH AS A SECOND LANGUAGE ADD-ON LICENSURE

(initial [temporary] SDPI authorization granted)

Students can take the 6 courses (18 hours) in the program for either undergraduate or graduate credit and, upon completion of the program, can add on to either the "A" or "M" license. All courses will be offered in the late afternoon or evening, and the program can be completed within two years.

Course Requirements	Sem. Hrs.
ENG 346 Aspects of the English Language	3
ENG 371 English Grammar	3
ENG 481 Phonetics and Phonology	3
ENG 483 Second Language Acquisition	3
ENG 485 Cultural Issues of English as a Second Language	3
ENG 489 Applied Pedagogy of Teaching English as a Second Language	3

BACHELOR OF SCIENCE IN MATHEMATICS EDUCATION (9-12)

Coordinator: Mary Klinikowski

Location: Department of Mathematics and Computer Science

PROGRAM DESCRIPTION

The program of study in Mathematics Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Mathematics Education program is one of 13 teacher education programs offered at UNCP. Mathematics Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Mathematics Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The Mathematics Education program recognizes that teaching mathematics is a complex endeavor. Pre-service teachers of mathematics need to be involved in developing their knowledge, skills, understandings, and dispositions to teach mathematics to diverse learners. The goal of the Mathematics Education program is to prepare effective and professional mathematics teachers who are ready to make positive contributions to the mathematical development of middle and high school students in diverse settings. To accomplish this goal, the Mathematics Education program will

1. provide students with a solid foundation and understanding of mathematics.
2. enable students to appreciate both the aesthetic and practical aspects of mathematics.
3. provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times.
4. provide students with current theories regarding the psychological development of the learner and an understanding of human dynamics found in the home, the school, and the community.
5. demonstrate methods of evaluating student learning, textbooks, the curriculum, educational techniques, and the educational process as a whole.

6. prepare students to deal with a diverse population that has a broad spectrum of needs, aspirations, and expectations for themselves and others.
7. provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology.
8. stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meeting and in-service programs.

The specific objectives supporting each goal are described fully in the Teacher Education Student Handbook.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education*	45
Specialty Area	42
MAT 220 Point Set Theory	
MAT 221 Calculus I*	
MAT 222 Calculus II	
MAT 315 Linear Algebra I	
MAT 316 Intermediate Calculus	
MAT 325 Algebra I	
MAT 328 Probability and Statistics	
MAT 411 College Geometry	
MAT 431 Advanced Calculus I	
MAT 402 A Historical Development of Mathematics	
CSC 202 Microcomputer Programming	
6 additional hours in advanced mathematics	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 308 Adolescent Development	
EDN 350 Educational Psychology	
EDN 419 Content Area Literacy in Middle and Secondary Schools	
EDN 430 Including Students with Special Needs	
Content Pedagogy	17
MAT 250 Introduction to Teaching Mathematics in the Secondary Schools	
CSC 405 Current Topics in Computers in Education	
MAT 400 Methods of Teaching Mathematics in Middle Grades and Secondary Schools	
MAT 449 Internship in Mathematics in the Secondary School	
General Electives	10
	Total: 127

*Prospective Mathematics Education majors should start with MAT 109 as their General Ed. course in mathematics. MAT 107 & 108 or MAT 221 may be used in place of MAT 109. If MAT 221 is used for General Ed., an additional advanced mathematics course (300 or above) is required.

BACHELOR OF SCIENCE IN MIDDLE GRADES EDUCATION (6-9)

Coordinator: Janet Fortune
Location: School of Education

PROGRAM DESCRIPTION

The program of study in Middle Grades Education consists of five curricular components: freshman seminar and general education, the specialty area, professional studies, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Middle Grades Education program is one of 13 teacher education programs offered at UNCP. Middle Grades Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Middle Grades Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The purpose of the Middle Grades Education program is to prepare teachers who are knowledgeable about and committed to an education for young adolescents that is developmentally responsive, socially equitable, and academically challenging. Within this framework, the prospective teacher will

1. understand the theoretical base, research, and exemplary practices of middle level education;
2. understand the history and philosophy of middle level education and theories about its future development, including organizational components and assessment and evaluation in the middle school setting;
3. possess content expertise and curriculum integration in two fields of teaching appropriate to the middle school;
4. integrate technology into the middle school classroom;
5. understand and appreciate learners from different racial, ethnic, social, cultural, and linguistic groups and meet the needs of a broad range of learning styles of middle school students;
6. be reflective practitioners who continually evaluate the effects of their choices and actions on other (students, parents, and other professionals in the learning community).

The specific goals and objectives for Middle Grades Education candidates are delineated in the Teacher Education Program Student Handbook.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45
Specialty Area (Select two teaching concentrations from the following): **Language Arts, Mathematics, Science, Social Studies**. Certain combinations will require in excess of 128 semester hours.)	
Language Arts	27
Language Arts Specialty Area:	
SPE 200 or SPE 201	
ENG 205 World Literature before 1660	
ENG 223 American Literature before 1865 or ENG 224 American Literature since 1865	
ENG 247 British Literature before 1790 or ENG 248 British Literature after 1790	
ENG 304 Principles of Literary Study	

ENG 346 Aspects of the English Language
ENG 371 English Grammar

Language Arts Content Pedagogy:

EED 384 Literature & Reading for Adolescents (6-12): Methods and Materials (spring only)
EED 389 The Teaching of Writing and Speech (6-12): Methods and Materials (fall only)

Mathematics 33/31

Mathematics Specialty Area:

MAT 107 & 108 College Algebra and Plane Trigonometry or
MAT 109 College Algebra and Trigonometry
MAT 210 Introduction to Statistics
MAT 215 Calculus with Applications
MAT 315 Linear Algebra I
MAT 325 Algebra I
MAT 402 A Historical Development of Mathematics
MAT 411 College Geometry
CSC 202 Microcomputer Programming

Mathematics Content Pedagogy:

MAT 250 Introduction to Teaching Mathematics in the Secondary Schools
MAT 400 Methods to Teaching Mathematics in Middle Grades and Secondary Schools (EDN 400)

Science 24/27

Science Specialty Area:

PHS 110 and 108 and 109 Physical Science I and Lab I and Lab II or
PHY 150 & 156 College Physics I and Lab and PHY 151 & 157 College Physics II and Lab
BIO 100 & 100L Principles of Biology and lab
BIO 103 Basic Human Biology
CHM 130 & 110 General Chemistry I and lab
GLY 115 & 115L Earth Science and lab

Science Content Pedagogy:

SCE 300 Early Experiences for Prospective Science Teachers
SCE 350 The Teaching of Science in the Middle Grades

Social Studies 45

Social Studies Specialty Area:

HST 101 American Civilizations to 1877
HST 102 American Civilizations since 1877
HST 114 World Civilizations to 1500
HST 115 World Civilizations since 1500
HST 317 History of North Carolina
Guided Electives (9 hours)
ECN 100 Economics of Social Issues or ECN 202 Principles of Microeconomics or ECN 203 Principles of Macroeconomics
PSPA 100 Introduction to Political Science or PSPA 101 Introduction to American National Government
GGY 101 Principles of Geography, GGY 102 World Regional Geography, or GGY 200 Cultural Geography
GGY 115 Earth Science
SOC 105 Introduction to Cultural Anthropology
SOC 201 Social Concepts

Social Studies Content Pedagogy:

SSE 365 Content and Techniques of Social Studies

Professional Studies 13
- EDN 302 Foundation of Education
- EDN 309 Early Adolescent Development
- EDN 350 Educational Psychology
- EDN 419 Content Area Literacy in Middle and Secondary Schools
- EDN 430 Including Students with Special Needs

Content Pedagogy Middle Grades Education 15
- EDN 405 Foundations and Curriculum Development for Middle Grades
- CSC 405 Current Topics in Computers in Education
- EDN 456 Internship in the Middle Grades
- EDN 476 Instructional Approaches to Middle School Grades

General Electives 6

All Middle Grades Education Subtotal: 79
Language Arts Subtotal: 27
Mathematics Subtotal: 33/31
Science Subtotal: 24/27
Social Studies Subtotal: 45
Middle Grades Program Total: *

*The total number of hours required is dependent on the two selected teaching concentrations plus the subtotal for other requirements. It is important to note that some course work in General Education overlaps with the teaching concentration requirements.

BACHELOR OF MUSIC IN MUSIC EDUCATION (K-12)

Coordinator: Janita K. Byars
Location: Department of Music

PROGRAM DESCRIPTION

The program of study in Music Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Music Education program is one of 13 teacher education programs offered at UNCP. Music Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Music Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Music Education program is to provide comprehensive training for teachers of vocal and instrumental music. These students will have a solid foundation in the liberal arts and musical experiences which will develop their cultural sensitivity while providing programs and concerts to enrich the cultural life of the university and the community. Specifically, students majoring in Music Education will

1. a) demonstrate a mastery of performance skills in at least one major medium, b) have an adequate level of keyboard proficiency, c) participate in both large and small ensembles, and d) acquire suitable conducting and rehearsal skills;

2. demonstrate both aural and analytical skill encompassing an understanding of the basic elements of music, its forms, processes, and structures as well as the ability to place music into its proper historical, cultural, and stylistic context;
3. demonstrate the ability to create (compose and improvise) derivative or original music;
4. demonstrate knowledge of music history and literature of both Western and non-Western origin;
5. demonstrate a knowledge of current music technology;
6. demonstrate a thorough knowledge of the North Carolina Standard Course of Study (K-12);
7. demonstrate the ability to a) use comprehensive assessment, b) create and foster dynamic learning environments, c) use diversity as a strength in the classroom, d) model attitudes and behaviors that reflect professional and ethical standards, e) interact effectively with others in the school, the community, and beyond, and f) advocate for quality music programs; and
8. demonstrate a) the ability to work independently, b) the ability to formulate and defend value judgments about music, and c) an understanding of the interrelationships and interdependencies among the various professions and activities that constitute the music enterprise.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(39)*
Specialty Area—Select one Emphasis (*6 semester hours may count toward General Ed)	53

Vocal Emphasis:

MUS 100, 101, 200, 201, 300, 301, 401 Concert Choir
MUS 181 Class Piano I or MUSP 102 Private Piano
MUS 182 Class Piano II or MUSP 103 Private Piano
MUS 281 Class Piano III or MUSP 202 Private Piano
MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L Theory I, II, III, IV and Lab I, II, III, IV
MUS 225, 226, 227, 228 Class Woodwind, Brass, Percussion, and Strings
MUS 295[1], 296[2], 395 Music History and Literature I, II, III
MUS 329 Conducting
MUS 330 Rehearsal Strategies
MUS 334 Orchestration and Arranging
MUS 404 Senior Recital

Instrumental Emphasis:

MUS 100 Concert Choir
MUS 141, 142, 241, 242, 341, 342, 441 Concert Band
MUS 181 Class Piano I or MUSP 102 Private Piano
MUS 182 Class Piano II or MUSP 103 Private Piano
MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L Theory I, II, III, IV and Lab I, II, III, IV
MUS 225, 226, 227, 228 Class Woodwind, Brass, Percussion, and Strings
MUS 295[1], 296[2], 395 Music History and Literature I, II, III
MUS 329 Conducting
MUS 330 Rehearsal Strategies
MUS 334 Orchestration and Arranging
MUS 404 Senior Recital

Keyboard Emphasis (Vocal Orientation):

MUS 100, 101, 200, 201 Concert Choir
MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L Theory I, II, III, IV and Lab I, II, III, IV
MUS 225, 226, 227, 228 Class Woodwind, Brass, Percussion, and Strings
MUS 295[1], 296[2], 395 Music History and Literature I, II, III
MUS 329 Conducting
MUS 330 Rehearsal Strategies
MUS 334 Orchestration and Arranging

MUS 335, 336, 435 Accompanying
MUS 404 Senior Recital
MUS 425 Piano Pedagogy

Keyboard Emphasis (Instrumental Orientation):
MUS 100 Concert Choir
MUS 141, 142, 241, 242 Concert Band
MUS 114, 114L, 115, 115L, 214, 214L, 215, 215L Theory I, II, III, IV and Lab I, II, III, IV
MUS 225, 226, 227, 228 Class Woodwind, Brass, Percussion, and Strings
MUS 295[1], 296[2], 395 Music History and Literature I, II, III
MUS 329 Conducting
MUS 330 Rehearsal Strategies
MUS 334 Orchestration and Arranging
MUS 335, 336, 435 Accompanying
MUS 404 Senior Recital
MUS 425 Piano Pedagogy

All students: Applied Music (MUSP) 14 hours

Professional Studies 13
EDN 302 Foundations of Education
EDN 310 Birth through Young Adult Development
EDN 350 Educational Psychology
EDN 419 Content Area Literacy in Middle and Secondary Schools
EDN 430 Including Students with Special Needs

Content Pedagogy 17
MUS 400 Elementary Music Methods and Materials
MUS 405 Secondary General and Choral Music Education Methods (Vocal Emphasis and Keyboard Emphasis [Vocal Orientation])
MUS 420 Secondary Instrumental Music Methods (Instrumental Emphasis and Keyboard Emphasis [Instrumental Orientation])
MUS 475 Professional Seminar for Pre-Service Teachers
EDN 449 Internship

Total: 128

[1]MUS 295 fulfills the Fine Arts requirement in General Education.
[2]MUS 296 fulfills the Humanities (Fine Arts) Elective requirement in General Education.

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (K-12)

Coordinator: Tommy Thompson
Location: Department of Health, Physical Education, and Recreation

PROGRAM DESCRIPTION

The program of study in Physical Education consists of five curricular components: freshman seminar and general education, the specialty area, professional studies, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Physical Education program is one of 13 teacher education programs offered at UNCP. Physical Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Physical Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Physical Education program is to enable the prospective physical educator to acquire knowledge of the processes underlying wellness, fitness, health, exercise, and recreation in relationship to educating the physical, mental, and social human. More specifically, the student will

1. learn teaching strategies, curriculum planning, evaluation approaches, and research methods;
2. learn how to meet the individual learning needs of diverse learners, typical or atypical;
3. learn how to adapt the physical education program to the academic, social, and physical developmental needs of diverse K-12 learners;
4. learn the professional literature and how to research that literature;
5. develop affiliations with various professional communities at the local, state, and/or national levels;
6. learn how to select and evaluate curricular materials, select appropriate instructional methods, and use equipment appropriate for different levels and types of physical education instruction.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(44)*
Specialty Area	29-30
PED 138 Rhythms and Dance (meets Gen Ed. Req.)*	
PED 106 Safety and First Aid	
PED 109 Healthful Living	
PED 101 Wellness and Fitness	
PED 204 Adaptive Physical Education	
PED 206 Nutrition	
PED 207 Computer Application in HPER	
PED 312 PE and Sport in Contemporary Society	
PED 348 Kinesiology	
PED 349 Anatomy and Physiology	
PED 411 Biomechanics	
PED 412 Exercise Physiology	
PED 415 Organization and Administration of Physical Education and Athletics	
PED 424 Tests and Measurement in Physical Education	
2 hours from the following: ATA 102 and/or PED 200 and/or any coaching course	
Professional Studies	12
EDN 302 Foundations of Education	
EDN 310 Birth through Young Adult Development	
EDN 350 Educational Psychology	
EDN 419 Content Area Literacy in Middle and Secondary Schools	
Content Pedagogy	18
PED 316 Physical Education Activities for Grades K-6	
PED 319 Physical Education Activities for Grades 7-12	
PED 400 Teaching Physical Education in Grades K-12	
EDN 449 Internship	
General Electives/Academic Concentration (overlaps with Gen. Ed. Requirements)	18-25
	Total: 127

BACHELOR OF SCIENCE IN SCIENCE EDUCATION (9-12)

Coordinator: Sue Bowden
Locations: Department of Biology, Department of Chemistry and Physics

PROGRAM DESCRIPTION

The program of study in Science Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Science Education program is one of 13 teacher education programs offered at UNCP. Science Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Science Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Science Education program is to prepare effective science teachers to facilitate the development of science literacy in secondary schools. The program helps the prospective science educator integrate the knowledge bases underlying the curricular areas of science into an internal framework of their own. The prospective science teacher should possess the following characteristics:

1. an understanding of scientific knowledge (facts, concepts, laws, theories) and how this knowledge will enable students to deal with personal and social problems intelligently;
2. a basic understanding of the nature of science and how the scientific method can be used to solve problems and make decisions;
3. a basic understanding of the interrelationships among science, technology, and society;
4. an understanding of how science contributes to the personal development of each individual;
5. an awareness of the many career opportunities that are available for students and how to provide information and training that will be useful to students with respect to future employment;
6. an understanding of the methods and curriculum of science;
7. the communication skills (speaking and writing) necessary for effective teaching as well as the skills necessary for effective classroom management;
8. an understanding of the role of research in science education;
9. awareness of the safety precautions specific to classroom, stockroom, laboratories, and other areas used for science instruction.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(33)*
Specialty Area—Select one area of concentration (*12 semester hours of Natural Sciences and Mathematics may count toward General Ed)	
Biology Concentration:	67
BIO 100 & 100L Principles of Biology and lab	
BIO 101 General Botany	
BIO 102 General Zoology	
BIO 304 Principles of Ecology	
BIO 371 Cell Biology	

BIO 422 Evolution
BIO 472 Principles of Genetics
Guided Electives in Biology - 6 hours
MAT 107 College Algebra
MAT 215 Calculus with Applications
CHM 130 & 110 General Chemistry I and lab
CHM 131 & 111 General Chemistry II and lab
CHM 250 Organic Chemistry I
GLY 115 & GLY 115L Earth Science and lab
GLY 125 & GLY 125L Earth History and lab
PHY 150 & 156 College Physics I and lab
PHY 150 & 157 College Physics II and lab

Chemistry Concentration: 67
CHM 130 & 110 General Chemistry I and lab
CHM 131 & 111 General Chemistry II and lab
CHM 226 Elementary Inorganic Chemistry
CHM 227 Analytical Chemistry
CHM 250 Organic Chemistry I
CHM 251 Organic Chemistry II
CHM 298 Scientific Literature
CHM 311 Biochemistry
CHM 312 Experimental Methods in Biochemistry
Guided Electives in Chemistry - 4 hours
MAT 221 Calculus I
MAT 222 Calculus II
BIO 100 & 100L Principles of Biology and lab
BIO 101 General Botany or BIO 102 General Zoology
GLY 115 & GLY 115L Earth Science and lab
GLY 125 & GLY 125L Earth History and lab
PHY 150 & 156 College Physics I and lab
PHY 150 & 157 College Physics II and lab
Guided Electives – 2 hours

Earth Science Concentration: 67
GLY 100 & GLY 100L Physical Geology and lab or
GLY 115 & GLY 115L Earth Science and lab
GLY 125 & GLY 125L Earth History and lab
GLY 226 Oceanography
GLY 246 Weather and Climate
GLY 262 Environmental Geology
GLY 310 Minerals and Rocks
GLY 325 Paleontology
PHS 156 Astronomy
select two: GLY 366 Geomorphology; GLY 425 Stratigraphy and Sedimentology;
GLY 450 Special Topics I Geology
MAT 109 College Algebra and Trigonometry
CHM 130 & 110 General Chemistry I and lab
CHM 131 & 111 General Chemistry II and lab
CHM 250 Organic Chemistry I
BIO 100 & BIO 100L Principles of Biology
BIO 101 General Botany or BIO 102 General Zoology
PHY 150 & 156 College Physics I and lab
PHY 151 & 157 College Physics II and lab

Physics Concentration:	67
PHS 116 Exploring Man's Energy Choices	
PHY 150 College Physics I	
PHY 151 College Physics II	
PHY 206 University Physics Lab I	
PHY 207 University Physics Lab II	
PHY 218 Optics	
PHY 256 Modern Physics	
PHY 300 Classical Mechanics	
PHY 320 Electricity	
PHY 326 Heat and Temperature	
PHY 448 Special Topics	
Guided Electives – 6 hours	
MAT 221 Calculus I	
MAT 222 Calculus II	
MAT 322 Differential Equations	
BIO 100 & BIO 100L Principles of Biology and Lab	
GLY 115 & GLY 115L	
BIO 101 General Botany or BIO 102 General Zoology	
CHM 130 & 110 General Chemistry I and lab	
CHM 131 & 111 General Chemistry II and lab	
PHS 156 Astronomy	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 308 Adolescent Development	
EDN 350 Educational Psychology	
EDN 419 Content Area Literacy in Middle and Secondary Schools	
EDN 430 Including Students with Special Needs	
Content Pedagogy	15
SCE 300 Early Experiences for Prospective Teachers	
SCE 301 Practicum for Secondary Science	
SCE 400 Teaching Science in the Secondary School	
CSC 405 Current Topics in Computers in Education	
EDN 448 Internship Secondary School	
General Electives (as taken within area of concentration above)	0
Total with Biology, Chemistry, Earth Science, or Physics Concentration:	128

BACHELOR OF ARTS IN HISTORY: SOCIAL STUDIES EDUCATION (9-12)

Coordinator: Julie L. Smith
Location: Department of History

PROGRAM DESCRIPTION

The program of study in Social Studies Education consists of four curricular components: freshman seminar and general education, the specialty area, professional studies, and content pedagogy (methods and internship). Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Social Studies Education program is one of 13 teacher education programs offered at UNCP. Social Studies Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Social Studies Education program is accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The goal of the Social Studies Education program is to educate effective, professional social studies teachers who have a solid foundation in the liberal arts; an academic major in history and a strong concentration in the social sciences; and the skills and attitudes essential for preparing middle grades and secondary school students for responsible citizenship in a multicultural, democratic society and an interdependent world. Teaching social studies, which includes "the entirety of human experience," requires that students

1. know the major periods of United States, North Carolina, World, European, African, Asian, and Latin American history and identify the basic political, social, economic, cultural, and geographical themes of each period;
2. recognize the influence of each civilization upon the world and acknowledge the European heritage of significant United States institutions;
3. situate significant current events within an historical framework and recognize their interrelatedness;
4. understand the nature, content, and concepts of the social science disciplines (Anthropology, Economics, Geography, Political Science, and Sociology) and apply social science concepts to the study of individuals, societies, and institutions;
5. develop constructive attitudes toward diversity, pluralism, change, conflict, and uncertainty;
6. understand the historical and contemporary place of Social Studies in public education, with particular attention to the current North Carolina Social Studies curriculum, and become familiar with recent trends and their significance for social studies educators;
7. formulate appropriate objectives and utilize a variety of effective instructional strategies, resources, and assessment techniques which are designed to develop the skills of inquiry, decision-making, problem solving, and critical thinking;
8. develop classroom management skills consistent with current professional standards, respect for all individuals, fairness, and a positive classroom climate;
9. exhibit a working knowledge of instructional technology and the ability to integrate appropriate Computer Based Instructional resources and strategies into social studies instruction;
10. complete a sequenced program of field experiences and professional activities that develop a respect for the profession, a sense of individual competence, and an appreciation for continual reflective practice, collaboration, and professional development.

Course Requirements	Sem. Hrs.
Freshman Seminar and General Education	45(27)*
Specialty Area (*18 semester hours of Social Sciences and History may count toward General Ed)	60
HST 101 American Civilizations to 1877	
HST 102 American Civilizations since 1877	
HST 114 World Civilizations to 1500	
HST 115 World Civilizations since 1500	
HST 435 Topics in History or HST 451 Senior Seminar	
United States & Canadian History - 6 hours	
HST 317 North Carolina History	
Asian, African & Latin American History – 6 hours	
European History – 6 hours	
ECN 202 Principles of Microeconomics	

SOC 201 Sociological Concepts
ECN 203 Principles of Macroeconomics
SOC 105 Introduction to Cultural Anthropology
GGY 101 Principles of Geography, GGY 102 World Regional Geography, or GGY 200 Cultural Geography
PSPA 101 Introduction to American National Government
Social Science Guided Electives – 6 hours

Professional Studies 13
EDN 302 Foundations of Education
EDN 308 Adolescent Development
EDN 350 Educational Psychology
EDN 419 Content Area Literacy in Middle and Secondary Schools
EDN 430 Including Students with Special Needs

Content Pedagogy 15
SSE 300 Introduction to Teaching Social Studies
SSE 365 Content and Techniques of Social Studies
SSE 400 Methods of Teaching Social Studies
SSE 448 Internship in Social Studies in the Secondary School

General Electives 13

Total: 128

BACHELOR OF SCIENCE IN SPECIAL EDUCATION (K-12)

Coordinator: Lawrence Schultz
Location: School of Education

PROGRAM DESCRIPTION

The programs of study in Special Education consist of five curricular components: freshman seminar and general education, the specialty area, professional studies, content pedagogy (methods and internship), and academic concentration. Upon successful completion of the program and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. The NC Department of Public Instruction issues the teaching license based on University recommendation.

The Special Education programs in Learning Disabilities and Mental Retardation are two of 13 teacher education programs offered at UNCP. Special Education majors are subject to Teacher Education Program policies, admission requirements, continuation requirements, and graduation requirements. For more information about teacher education policies and requirements, turn to the previous section.

The Special Education programs are accredited by the National Association for the Accreditation of Teacher Education (NCATE) and the NC Department of Public Instruction.

PROGRAM STANDARDS

The Teacher Education Program standards for all education majors are described fully in the Teacher Education Student Handbook distributed in EDN 302.

PROGRAM GOALS AND OBJECTIVES

The Special Education program is designed to prepare effective professionals to serve children with special needs. Specifically, the effective special educator:

1. develops the ability to think critically, analytically, and creatively to meet personal needs and professional responsibilities toward students with special needs;
2. acquires knowledge and understanding of human growth and development; foundations of education; the purpose, organization, and administration of schools; the teaching-learning process; exceptional students in the regular classroom; curriculum; and methodology;

3. demonstrates necessary competencies through systematic field-based experiences, and a culminating and comprehensive student teaching assignment;
4. develops a broad background in the various categories of exceptionalities and demonstrates special skills in the teaching of students with mental handicaps or learning disabilities across various content areas and ages, and in various settings;
5. demonstrates appropriate communication skills, technology skills, and a professional attitude for consulting with parents, school personnel, and other related professionals;
6. demonstrates a diagnostic-prescriptive orientation toward instructional and behavioral intervention;
7. understands and applies basic common concepts of assessment, curriculum design, and methodology for learners with special needs, given the overlap and similarities of etiological origin, behavioral and academic characteristics, placement options, and program needs for students with mild handicaps (including those with mild retardation and learning disabilities);
8. experiences (through personal investigation and growth) increased self-actualization, and in turn, fosters self-worth and confidence through positive interaction with individuals from diverse populations.

Course Requirements	**Sem. Hrs.**
Freshman Seminar and General Education	45
Specialty Area	10/12
SED 200 Introduction to Children with Exceptionality	
SED 310 Introduction to Mental Retardation	
SED 340 Children with Learning Disabilities	
SED 341 Teaching Adolescents with Learning Disabilities (for Learning Disabilities Track only)	
HED 106 Safety and First Aid (for Mental Retardation Track only)	
Professional Studies	13
EDN 302 Foundations of Education	
EDN 350 Educational Psychology	
EDN 310 Birth through Young Adult Development	
EDN 409 Early Literacy: Learning to Read in the Elementary School	
EDN 430 Including Students with Special Needs	
Content Pedagogy	27/28
Learning Disabilities Track:	
SED 302 Special Education Curriculum/ Students with Learning Disabilities	
SED 401 Educational Assessment of Children with Learning Disabilities	
SED 471 Techniques, Materials and Resources in Special Education/Learning Disabilities	
Mental Retardation Track:	
SED 301 Special Education Curriculum/ Students with Mental Handicaps	
SED 400 Educational Assessment of Children with Mental Handicaps	
SED 470 Techniques, Materials and Resources in Special Education/Children with Mental Handicaps	
PED 204 Adaptive Physical Education	
All students:	
EDN 425 Classroom Diagnosis of Reading Difficulties	
EDN 472 Diagnostic and Remedial Mathematics Methods	
EDN 449 Internship	
SED 475 Professional Seminar for Pre-Service Special Education Teachers	
General Electives/Academic Concentration	31/32
	Total: 128

DEPARTMENT OF EDUCATION

Chair: Jane Huffman

Irene Aiken	Warren Baker	Paul Berghoff
Betty Wells Brown	Alfred Bryant	Rhoda Collins
Swannee Dickson	Janet Fortune	Valjeaner Ford
Carol Higy	Charles Jenkins	Robert Kreger
Otis McNeil	Willie McNeill Jr	Lawrence Schultz
Sharon Sharp	Sara Simmons	Karen Stanley
Debra Thompson		

The Department of Education of The University of North Carolina at Pembroke seeks to provide the curriculum and environment that will produce future public school professionals who (1) are student centered, (2) possess the knowledge, skills, and dispositions for being effective in the classroom and school, and (3) are lifelong learners involved in their disciplines and professional development.

All professional programs for the preparation of teachers at the baccalaureate and master's level are accredited by the National Council for Accreditation of Teacher Education (NCATE) and by the North Carolina Department of Public Instruction. The department offers programs in Elementary Education at the undergraduate and graduate level, Middle Grades Education at the undergraduate and graduate level, Special Education at the undergraduate level, Birth to Kindergarten at the undergraduate level, Reading Education at the Graduate level, and a Master's level program in School Administration (MSA).

The department offers a well-articulated series of courses in educational theory and practice. Department faculty provide students with careful advising and supervision throughout their progress toward an educational degree.

COURSES

BIRTH TO KINDERGARTEN (ECE)

ECE 301. Child Study: Typical & Atypical Development, Birth-Five

A focus on the growth of individuals and the forces which influence this growth with special emphasis on the family context. Current theories of child development will be explored with major emphasis on the complex interaction between heredity and environmental factors. A framework will be utilized for objectively observing, recording, and interpreting children's behavior. Fall, Spring. Credit: 3 semester hours.

ECE 302. Practicum in Child Study, Birth-Five

This course is designed as a field experience which will allow students to observe, record, and analyze children's physical, motor, social, emotional, moral, and cognitive development using developmental theory. Settings will include interactions between children and peers, children and adults, and children and their learning environments. Fall, Spring. Credit: 3 semester hours.

ECE 320. Curriculum and Environments in Infant/Toddler Programs

A course designed for the study of the developmental needs of infants and toddlers as related to group care situations, curriculum decisions, and the design of early learning environments. Emphasis is placed on family involvement as well as caregiver roles and current curriculum issues. Fall, Spring. Credit: 3 semester hours.

ECE 321. Curriculum and Environments in Preschool Programs, 3-5 years

To provide assistance to preservice early childhood teachers and service providers, in the planning, implementation, and evaluation of developmentally appropriate curriculum and environments for children, ages three to five. Fall, Spring. Credit: 3 semester hours.

ECE 340. Creative Experiences in the Early Years

This course will focus on theory and skills relative to holistic development of young children, birth – five years The creative process will be discussed in the context of integrated curricula, with emphasis on art, music, movement and dramatic play. Students will gain knowledge of developmentally appropriate materials, environments and methods which nurture typically and atypically developing young children in the creative process. Spring. Credit: 3 semester hours.

ECE 360. Parent and Child Advocacy/Networking

This course will focus on collaboration and networking between families, schools, and service agencies in the community. A review of current community, state and national resources will be provided. Students will develop competencies in communication and collaboration skills' developing interagency networks, team building and professional development. Fall, Spring. Credit: 3 semester hours.

ECE 400. Developmental Assessment for Young Children

This course begins with a study in all aspects of typical and atypical development children ages birth through five. The course also provides diagnostic skills preparation in sufficient depth to develop competencies in screening and developmental assessment. Students will become knowledgeable in assessment tools and techniques appropriate for assessing the young child and planning appropriate programs to meet individual needs of all young children. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

ECE 420. Administration of Early Childhood Programs

This course is designed to prepare the early childhood program administrator for a variety of settings, both public and private. Attention will be given to program planning, personnel supervision, assessment of facility and equipment needs, appropriate program and financial management and assessment, and state regulations which govern programs for young children. Fall. Credit: 3 semester hours.

ECE 446. Internship in Child and Family Development

A semester long full-time internship experience in an off-campus setting. Intensive field experience is an opportunity to work with children and families in home, school, and community settings. Fall, Spring. Credit: 9 semester hours. COREQ: ECE 475. PREREQ: Admission to the Professional Semester.

ECE 475. Professional Seminar for Preservice Birth-Kindergarten Teachers

Seminar designed to parallel the full semester internship experience. Emphasis is on helping these on-site preservice teachers understand the purpose, organization, and administration of various service delivery sites; and the role of a Birth-Kindergarten practitioner. Students continually review and reflect on elements of the total service delivery process in early childhood education and the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and home/school/community collaboration. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to the Professional Semester. COREQ: ECE 446.

EDUCATION (EDN)

EDN 102. Language Skills in Teaching Reading

A study designed for helping prospective elementary teachers improve their power in the use of language skills in the teaching of reading. As Announced. Credit, 3 semester hours.

EDN 104. College Reading

This course is designed to foster effective and efficient reading. Vocabulary, comprehension, and strategies for reading college texts are addressed. (Will not count toward graduation requirements). Open to all students. Fall, Spring. Credit, 3 semester hours.

EDN 301. Early Childhood Curriculum

A study of curriculum emphasizing the interrelationships between content, method, and child devel-

opment. Required of all early childhood majors. (Must be taken prior to teaching internship.) As Announced. Credit, 3 semester hours. PREREQ: EDN 302.

EDN 302. Foundations of Education
This course provides students with knowledge of the philosophical, historical, sociological, legal, financial, and structural foundations of education and with opportunities to analyze contemporary issues, problems, and trends in the field of education. As students develop their professional knowledge base, they begin to construct their own conceptual frameworks for teaching and learning. Course activities and field assignments are designed to nurture the professional disposition for critical reflection. A field experience is required. Fall, Spring. Credit, 3 semester hours.

EDN 304. Curriculum in the Elementary School
A study of curriculum with emphasis focused on the interrelationships between content, method, child development, and planning in implementing developmentally appropriate elementary programs. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program or EDN 302 and EDN 307.

EDN 306. Psychology of Early Childhood
In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the young child as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 307. Middle Childhood Development
In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the elementary-aged child as learner. During a required field experience, the preservice teacher validates through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 308. Adolescent Development
In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the adolescent as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 309. Early Adolescent Development
In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the early adolescent as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hrs.

EDN 310. Birth Through Young Adult Development
In this course, preservice teachers examine the processes and products of theory and scientific research on human maturation and development to refine their beliefs about the nature of the birth through young adult as learner. During a required field experience, the preservice teacher validates, through critical reflection, the theoretical principles learned. Fall, Spring. Credit, 3 semester hours.

EDN 350. Educational Psychology
This course focuses on the analysis of scientific theory, research, methodology, and the application of those principles and practices to learning communities. A required field experience enables preservice teachers to examine the theoretical principles in clinical settings. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 400. Methods of Teaching in the Secondary School (EED 400, MAT 400, SCE 400, SSE 400)
Purposes, methods, materials, and evaluation procedures in the subject or area indicated; directed observation in the public schools; preparation of teaching plans and materials: (a) social studies, (b) mathematics, (c) science, (d) English. Accelerated. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 405. Foundations and Curriculum Development for Middle Grades
An introduction to the foundational principles and rationale of the middle school. Study of trends, current issues, and the design, implementation, and evaluation of curriculum for the middle grades. Fall, Spring. Credit, 3 semester hours. PREREQ: EDN 309.

EDN 408. Language and Literacy in the Early Years
A critical review of theories and practices related to speech and language development and emerging literacy. Emphasis will be given to practical application of theories to the early childhood setting. Topics include: stages of language development, languages and dialectical differences, language acquisition, speech disorders, fostering language development, and best practices for facilitating emerging literacy. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 409. Early Literacy: Learning to Read in the Elementary School
A study of thinking and language development, early literacy, and developmentally appropriate environments and instructional strategies for reading development. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 410. Content Area Literacy in the Elementary School
In this course, preservice teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables elementary majors and special education majors to assess the efficacy of their plans in the clinical setting through critical self-reflection. Field experience required. Fall, Spring. Credit: 3 semester hours. PREREQ: Admission to Teacher Education Program and EDN 409.

EDN 418. Measurement and Evaluation in Public Schools
A study of current educational measurement. Includes the use and construction of standardized mental and achievement tests, and of informal, teacher-made tests. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 419. Content Area Literacy in Middle and Secondary Schools
In this course, preservice teachers study the principles correlating learning effectiveness with language processes (reading, writing, talking, and listening) and development, and the application of those principles to the design and implementation of language-based instruction. A required field experience enables preservice teachers in middle grades, secondary, and special subject areas to assess the efficacy of their plans in the clinical setting through critical self-reflection. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 421. Teaching Language Arts in the Elementary School
A study of language acquisition and development theory as it relates to the teaching of language arts (listening, reading, writing and viewing) in the elementary grades (K-6) with emphasis on children's literature and creative dramatics. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 423. Research in Elementary Education
An introduction to research, designed to allow student investigation and report of a problem in elementary education with the approval and guidance of the instructor. As Announced. Credit, 1-6 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 425. Classroom Diagnosis of Reading Difficulties
Methods and materials used in the diagnosis and remediation of reading difficulties. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 426A, 426B. Design and Implementation of Developmentally Appropriate Preschool Programs
To provide assistance to pre-service teachers, child care workers, Head Start teachers, preschool teachers, early childhood and special education teachers in the planning, implementation, and evaluation of

developmentally appropriate programs for children, ages birth to five. Pass/Fail grading. As Announced. Credit, 3-6 semester hours. (3 Hours may be repeated once for total of 6 semester hours credit.)

EDN 430. Including Students with Special Needs
In this course, the preservice teacher studies the theories and practices related to the successful integration of individuals with special needs (birth - 12th grade) into appropriate community programs and educational settings. Designed to integrate theory and practice; a case study project is required. Fall, Spring. Credit, 1 semester hour. PREREQ: Admission to Teacher Education.

EDN 433. Research in Secondary Education
An introduction to research designed to allow student investigation and report of a problem in secondary education with the approval and guidance of the instructor. As Announced. Credit, 1-6 semester hours.

EDN 434. Problems in Contemporary Education
Designed for individual study of trends, practices, and instructional materials related to current problems in education. As Announced. Credit, 1-3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 446. Internship in the Elementary School (K-6)
Provides a semester long full-time internship experience in both early childhood and intermediate levels in an off-campus public school setting. Pass/Fail grading. Fall, Spring. Credit, 9 sem. hrs. PREREQ: Admission to the Professional Semester

EDN 448. Internship in the Secondary School
Provides continuous full-time internship experiences in an off-campus public school in the subject area for which the candidate is preparing to teach. Pass/Fail grading. Fall, Spring. Credit, 6 semester hours. PREREQ: Admission to the Professional Semester

EDN 449. Internship (Full-Semester)
Provides continuous full-time, full-semester teaching experience in off-campus public school settings in the subject area in which the candidate seeks licensure. Includes placement at two levels (elementary, middle, secondary) for K-12 licensure areas. Pass/Fail grading. Fall, Spring. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester.

EDN 453. Teaching Social Studies in the Elementary School
Designed to provide the prospective and/or inservice teacher with the opportunity to gain proficiency in analyzing social studies content and evaluating materials, trends and issues in the elementary school. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: General Education requirements in history and Admission to Teacher Education Program.

EDN 455. Teaching Science and Health in the Elementary School
Designed to assist prospective and/or inservice teachers in developing competencies for teaching elementary school science and health. Special emphasis will be placed on the content, methods, and curriculum appropriate for teaching science and health education in grades K-6. Field experience required. Fall, Spring. Credit: 3 semester hours. PREREQ: General Education requirements in science and Admission to Teacher Education Program.

EDN 456. Internship in the Middle Grades
Provides continuous full-time internship experiences in an off-campus school at the middle grades level. Fall, Spring. Credit, 6 semester hours. PREREQ: Admission to the Professional Semester.

EDN 463. Teaching of Mathematics in the Elementary School
A laboratory-type course designed to help students further develop their understanding of mathematics content and processes while learning to focus on how children learn mathematics and to design and/or implement developmentally appropriate methodology for the teaching of mathematics in the elementary school. A tutorial field experience is required. (Must be taken prior to intern-

ship.) Fall, Spring. Credit, 3 semester hours. PREREQ: General Education requirement in mathematics and Admission to Teacher Education Program.

EDN 465. Foundations, Educational Trends, and Practice in Pre-School Education
A study of educational trends and emerging patterns of contemporary education for the preschool child. Emphasis placed on the roles and responsibilities of administrators, teachers, parents, volunteers and local agencies in the operation of preschool programs. Field experience required. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 467. Practicum: Pre-School Education
Provides majors and/or non-majors an opportunity to attain experience with very young children in a group setting. Practicum will provide supervised experience in a high quality infant care, day care, nursery school or other approved preschool setting. Fall, Spring. Credit, 3 semester hours.

EDN 472. Diagnostic and Remedial Mathematics Methods
Students will learn techniques for diagnosis and remediation of mathematical skill problems of children in grades K through 9. Students will also demonstrate competency in using resources and research related to mathematics (in education.) As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 475. Professional Seminar for Pre-Service Teachers in the Elementary School
A seminar designed to parallel the full semester internship experience. Emphasis will be on helping these on-site preservice teachers understand the purpose, organization, and administration of schools and school systems as well as the role of the elementary teacher. Opportunities will be provided for these preservice teachers to continuously review the developmentally appropriateness of instructional approaches, assessment strategies, behavior management systems, curriculum models, and the appropriate utilization of human and physical resources in the elementary school. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 476. Instructional Approaches to Middle School Grades
Stresses the use of innovative teaching strategies and specialized materials and resources in the middle grades, including interdisciplinary team teaching. Faculty representing concentration areas in the middle grades will serve as resource persons. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

EDN 477. Resources for Education of Young Children
Introduces early childhood majors to strategies for utilizing human and physical resources for the education of young children. Emphasis will be placed on: (1) early and continuous involvement of parents or caregiver agencies serving children and families, as well as on community and school support personnel. (2) selection and evaluation of environments, equipment, and materials; and (3) the utilization of state and community resources. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDN 488. Foundations of Reading Instruction I
This course is designed to familiarize the non-reading teacher with the basic concepts and skills related to the teaching of reading. Emphasis will be given to the organization and management of reading instruction within the classroom. The basic skills of reading growth and their scope and sequence will be developed. Familiarity with reading instructional materials and methods will be attained. Credit, 3 semester hours. *Restriction: May be taken only by those students without any background or current A level licensure in reading, or permission of the instructor.*

EDN 489. Foundations of Reading Instruction II
This course is a continuation of EDN 488, Foundations of Reading Instruction I, with emphasis on the characteristics and uses of the most recent materials, methods, and skills for teaching reading. Consideration will be given to the historical bases for contemporary reading issues and trends, and the individuals who have made significant contributions to reading instruction. Credit, 3 semester hours. PREREQ: EDN 488 or permission of the instructor.

SPECIAL EDUCATION (SED)

SED 200. Introduction to Children with Exceptionality

Introduction to the principles, problems, characteristics, and psychological aspects of children who are classified exceptional. Includes the study of children who have mental handicaps; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders; multiple, severe, and physical disorders; as well as talents and gifts. Fall. Credit, 3 semester hours.

SED 280. Manual Communications I (Sign Language)

Students will learn to finger spell, to use manual communications, and to describe categories of hearing loss. As Announced. Credit, 1 semester hour.

SED 281. Manual Communications II (Sign Language)

Students will develop a large vocabulary and greater facility with manual communications. As Announced. Credit, 1 semester hour. PREREQ: SED 280.

SED 282. Manual Communications III (Sign Language)

The student will continue to develop vocabulary and fluency. Video taping and other means of feedback will be used to enhance the skills of fluency, speed, and accuracy. As Announced. Credit, 1 semester hour. PREREQ: SED 281.

SED 301. Special Education Curriculum/Students with Mental Handicaps

A study of the development of a compensatory curriculum for the individual who is mentally handicapped. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for individuals. Fall. Credit, 3 semester hours.

SED 302. Special Education Curriculum/Students with Learning Disabilities

A study of the development of curriculum for the student with a learning disability and its relationship to the regular curriculum. Emphasis will be placed on scope and sequence as well as the uniqueness of the curriculum for the individual. Fall. Credit, 3 semester hours.

SED 310. Introduction to Mental Retardation

Study of people with mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence, and educational provisions. Spring. Credit, 3 sem. hrs.

SED 320. Teaching Individuals with Severe Handicaps

Study of people with severe and profound mental handicaps as educational, psychological, and social issues; includes characteristics, identification, prevalence and educational provisions. As Announced. Credit, 3 semester hours.

SED 322. Curriculum and Environments for Children with Special Needs, Birth-Five

This course gives the student the opportunity to apply knowledge of the young child's development (both typical and atypical) in designing, adapting, and implementing appropriate activities across the curriculum for infants, toddlers, and preschoolers with special needs. Students will develop competencies in methodology, instruction techniques, and the development and implementation of specific curriculum as these relate to early intervention. Fall, Spring. Credit: 3 semester hours.

SED 330. Teaching Individuals with Behavioral-Emotional Handicaps

Designed to teach skills in the recognizing, understanding, and developing alternative strategies for remediating emotional handicaps and behavior disorders in the classroom and in the home. As Announced. Credit, 3 semester hours.

SED 340. Children with Learning Disabilities

Definition, description, and educational remediation of childhood learning disabilities. Fall. Credit, 3 semester hours.

SED 341. Teaching Adolescents with Learning Disabilities

A study of the adolescent with learning disabilities. Various service models are discussed and an in-depth study of several major models are offered. Spring. Credit, 3 semester hours.

SED 350. Teaching Students with Academic Gifts
An applied course in the education of students with academic gifts. Emphasis is placed upon the psychological aspects of and methods for teaching students with academic gifts and talents. As Announced. Credit, 3 semester hours.

SED 400. Educational Assessment of Children with Mental Handicaps
An overview of the assessment process including basic concepts of measurement, test administration and interpretation, and the application of assessment information as it relates to learners with mental handicaps. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 401. Educational Assessment of Children with Learning Disabilities
Provides an introduction to/and practical experience with formal and informal techniques used to evaluate children with learning disabilities. Emphasis includes the interpretation of assessment information for purposes of educational programming and individualization of instruction. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 449. Internship in Special Education
Provides continuous full-time full-semester teaching experience in off-campus public school settings in special classes for exceptional children. The categorical assignment will be dependent upon the preservice teacher's concentration and will include both elementary and secondary placements. Fall, Spring. Credit, 9 semester hours. PREREQ: Admission to the Professional Semester

SED 470. Techniques, Materials, and Resources in Special Education/Children with Mental Handicaps
A study of the problems, methods, techniques and materials used in teaching students with mental handicaps. A diagnostic and prescriptive approach will be taught with special emphasis on the age and academic level which the student plans to teach. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 471. Techniques, Materials, & Resources in Special Education/Learning Disabilities
A study of the problems, methods, techniques and materials used in teaching students with learning disabilities. A diagnostic and prescriptive approach will be taught with special emphasis on the age and academic level which the student plans to teach. Spring. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 475. Professional Seminar for Pre-Service Special Education Teachers
A seminar designed to parallel the full semester student teacher experience. Emphasis will be placed on helping these on-site preservice teachers understand the purpose, organization and administration of schools and school systems as well as the role of the special education teacher. Opportunities will be provided to continually review and reflect on elements of the total instructional process in special education and the application of effective teaching practices. Classroom management and discipline will be presented and subsequently discussed using a reflective case-based problem-solving approach. Fall, Spring. Credit, 3 semester hours. PREREQ: Admission to the Professional Semester.

SED 480. Developmental Assessment of the Preschool Child with Handicaps
This course begins with a study in all aspects of normal development and a survey of all exceptionalities as related to child development and learning. Further, the course will provide preparation in diagnostic skills in sufficient depth to develop competencies in screening and developmental assessment. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

SED 481. Techniques, Materials, and Resources in Special Education/Preschool Handicapped
This course provides for competencies in methodology, techniques of instruction, development and implementation of specific curriculum as these relate to early intervention of preschool children with handicaps. As Announced. Credit, 3 sem. hrs. PREREQ: Admission to Teacher Education Program.

SED 482. Supporting Families of Preschool Children with Disabilities

This course provides an in-depth study of family dynamics in a home with a disabled preschooler. Effective techniques for supporting families and fostering preschool/home collaboration will be discussed. Community resources and access to services will be reviewed, focusing on the strengths of the child and family. Fall. Credit, 3 sem. hrs. PREREQ: Admission to Teacher Education Program.

SED 490. Discipline and Classroom Management

School and home applications of discipline techniques will be explored. Topics include consulting with teachers and other professionals, working with parents, and exploring a variety of interpersonal issues in the school environment. Participants will be presented with a variety of models of discipline and encouraged to choose the one(s) most compatible with their personality and goals. As Announced. Credit, 3 semester hours. PREREQ: Admission to Teacher Education Program.

EDUCATIONAL MEDIA (EDM)

EDM 360. Introduction to Graphic Arts

Designed as an introduction to handset and offset printing. Covers the areas of basic press operations, mechanics of type, copy camera operations, darkroom techniques, and plate processing. Pass/Fail grading. As Announced. Credit, 3 semester hours. PREREQ: Permission of instructor.

EDM 361. Advanced Graphic Arts

A continuation of EDM 360. Pass/Fail grading. As Announced. Credit, 3 semester hours. PREREQ: EDM 360 and/or permission of instructor.

EDM 460. Audio-Visual Materials and Procedures

Principles underlying the selection and use of multimedia materials for instructional purposes. Fall, Spring. Credit, 3 semester hours.

EDM 461. Advanced Educational Media

Modern communications technology and its place in instruction. Problems of utilization, evaluation of learning materials and research; television, motion pictures, teaching machines, programmed instruction and experimental innovations. As Announced. Credit, 3 semester hours.

EDM 466. Workshop in Educational Media for Teachers

A workshop designed to acquaint inservice teachers with the role of educational media in the teaching-learning process with the selection and utilization of major types of audio-visual materials. As Announced. Credit, 3 semester hours.

GRADUATE COURSES

For information about courses leading to the Master of Arts in Education, see School of Graduate Studies.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Chair: Tommy Thompson*

Lars Andersson
Sandra Cross**
Bryan Garmroth
Beverly Justice
Temekia Moses
Mike Schaeffer
Jim Wall****
Mary Guy Beaver***
Danny Davis
John Haskins
Dan Kenney
Paul O'Neil
P.J. Smith
Jeff Bolles
Susan Edkins
Steve Johnson
Sandi Littleton
Larry Rodgers
Jason Tinsley

*Teacher Education & Graduate Program Coordinator
**Health Promotion Coordinator
***Recreation Program Coordinator
****Athletic Training Coordinator

The purposes of the Department of Health, Physical Education and Recreation are: (1) to provide a comprehensive academic program in health, physical education, and recreation for students who plan to pursue one of these fields as a profession; (2) to provide professional preparation for prospective teachers in the area of physical education; (3) to provide a service program which will afford all students the opportunity to learn and participate in a wide range of activities which will benefit them now and in the future; (4) to provide competition for all interested students through a comprehensive program of intramural athletics in both team and individual sports; (5) to provide recreational activities that will enable students and faculty to enjoy their leisure time in a program that will benefit them physically, mentally, and socially; and (6) to educate individuals about risk factors associated with certain lifestyle choices and provide them with the skills to make behavioral changes that will improve their health and the quality of their lives.

BACHELOR OF SCIENCE DEGREES OFFERED

Health Promotion
Physical Education: Athletic Training (*UNCP NATA Accreditation pending*)
Physical Education: Exercise and Sport Science
Physical Education: Recreation Management/Administration
Physical Education with Licensure by the State for Teaching in the Public Schools (K-12)

MINORS OFFERED

Minor in Athletic Coaching
Minor in Physical Education
Minor in Health Promotion
Minor in Recreation

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION

Requirements for a Bachelor of Science Degree in Physical Education:
Exercise & Sport Science

	Sem. Hrs.
Freshman Seminar	1
General Education Requirements (must take PED 130 & 146 in Gen. Ed.)	44
Degree Requirements: ATH 102; SPE 200 or 201 or PRE 209; HLTH 106; 100 or 109; 300 or 377; PED 101; 130 in Gen. Ed.; 138 or 179; 146 in Gen. Ed.; 173 or 240; 200; 204; 206; 207; 312; 316; 319; 340; 348; 349; 411; 412; 415; 424; Practicum Requirement (PED 326 or REC 327); REC 300 or 325; 425; Must take four (4) of the following 1-hr. PE courses without duplicating any course above: PED 131, 132, 133, 134, 135, 136, 137,138, 141, 145, 172, 177; 179, 190, 195, 230, 241, or a maximum of any two (2) 1-hr. coaching course(s)	57
Electives	18
	Total: 120

Requirements for a Bachelor of Science Degree in Physical Education: Recreation Management/Administration — **Sem. Hrs.**

Freshman Seminar 1

General Education Requirements (must include BIO 210 as Gen Ed Elective) 44

Degree Requirements: 49

PED 106; 109; 138, 204, 207, 230, 340, 349 or 412;
REC 300, 327, 332, 400, 416, 425, 440, & 450;
Aquatic 2-hr Requirement: PED 134, 332, 333, 334, and/or 335;
Art 3-hr Requirement: must take one 3-hr "ART" course from the following list: ART 101, 105, 109, 111, 132, 305, or 306 (cannot take ART 205)
Must take seven (7) of the following 1-hr PE courses (not counting the two required above in "Gen Ed") with written permission of the Rec Coordinator or Dept Chair: PED 130, 131, 132, 133, 135, 136, 137, 141, 145, 146, 177, 179, 180, 190, 195, 350, 351, 352, 353, 354, 355, 356, 364, or 366.

Electives 26

Total: 120

BACHELOR OF SCIENCE IN PHYSICAL EDUCATION (K-12)

Coordinator: Tommy Thompson

Upon successful completion of the program of study in Physical Education and related requirements, graduates are eligible for an "A" license to teach in the State of North Carolina. For a more detailed description, including the program standards and goals and objectives, turn to Undergraduate Licensure Programs in the School of Education section of this catalog.

Course Requirements — **Sem. Hrs.**

Freshman Seminar and General Education (should take PED 138 for Gen. Ed.) 45(44)*

Specialty Area 29-30

PED 101, 106, 109, 138 (meet Gen Ed. Req.)*, 204, 206, 207, 312, 348, 349, 411, 412, 415, 424
2 hours from the following: ATH 102 and/or PED 200 and/or any coaching course

Professional Studies 12

EDN 302, 310, 350, 419

Content Pedagogy 18

PED 316, 319, 400
EDN 449

General Electives/Academic Concentration* (overlaps with Gen. Ed. Requirements) 18-25

Total: 127

*To complete an Academic Concentration (24-27 hours, required by N.C. for all PE licensure majors, students must plan to overlap with General Education courses (6-9 hours).

NOTE: Students who desire teacher licensure in Physical Education should declare the major as soon as possible in their college career. Consultation with the Program Coordinator or program advisor prior to registering for General Education courses is strongly recommended.

Requirements for a Bachelor of Science Degree in Physical Education: Athletic Training

	Sem. Hrs.
Freshman Seminar	1
General Education (*see specific Gen. Ed. Requirements*)	44
Specific General Education Requirements: BIO 100 or 103; CHM 130; MAT 107; PHY 150 and 151	
Other Mandated Requirements: CHM 110; MAT 210; PHY 156 and 157	
Department Required Courses: ATH 102, 103, 104, 200, 201, 204, 205, 300, 301, 303, 304, 305, 306, 404, 405, 450, 451, 490; HLTH 106, 109, 206; PED 207, 340, 348, 349, 411, 412	61
Electives	14
	Total: 120

BACHELOR OF SCIENCE IN HEALTH PROMOTION

Requirements for Bachelor of Science Degree in Health Promotion
(also see additional requirements below)

	Sem. Hrs.
Freshman Seminar	1
General Education (Note: courses required in Gen. Ed.: PSY 101; CHM 130; MAT 210)	44
Major Requirements: HLTH 100, 106, 200, 206, 300, 301, 305, 330, 365, 377, 410, 470, 485, 490; PED 207, 349	43-46
Related Electives AIS 460; BIO 103, 210; SPE 100, 101; CSC 100; HLTH 225, 304, 329, 375, 420, 480; MGT 307; MKT 312; PRE 209, 324, 345; PSY 220, 316; SOC 270, 280, 360, 373; SWK 245.	27-30
	Total: 120

Additional Requirements in Health Promotion

Students must maintain a cumulative GPA of 2.0 or higher within the General Education requirements and within their major in order to be eligible for their internship. Any student who fails to maintain a GPA of 2.0 will be expected to take additional course work in order to raise their GPA to the minimum level or be dropped from the program

MINORS

Requirements for a Minor in Physical Education
ATH 102; HLTH 106; 109; PED 134; 207; 230; 240; 241; 312; 319; 415; two (2) 1-hr. coaching courses — Total: 18

Requirements for a Minor in Recreation
REC 300, 320, 332, 400, 416, 425, and 440 — Total: 21

Requirements for a Minor in Health Promotion
PED 101; HLTH109; 200; 209; 330; 332; 365; 410 — Total: 18

Requirements for a Minor in Athletic Coaching
ATH 102; PED 106; 230; 326; 340; 348; 349; 412; 415; and four (4) 1-hr. coaching courses — Total: 23

Special Departmental Grading Notice for Majors in Health, PE, Recreation:
All 100-level PED General Education activity courses will be graded as follows: students may choose "P/F" or "letter grade"; however, required courses(s) for HPER departmental majors *MUST* be letter grade *ONLY*.

COURSES

ATHLETIC TRAINING (ATH)

ATH 102. Basic Injury Prevention

Designed to provide athletic trainers, physical educators, and health students with a basic knowledge of the prevention of athletic injuries. Credit, 1 semester hour.

ATH 103. Care and Prevention of Athletic Injuries

Designed to provide athletic training students with advanced knowledge of injury prevention techniques. Credit, 3 semester hours.

ATH 104. Introduction to Athletic Training

An introductory course for potential athletic trainers in their first year of clinical experience; topics include the history of athletic training, classification of injuries, common injuries, etc. Credit, 3 semester hours.

ATH 200. Clinical Education I

Practical experience in the collegiate athletic training setting; part of a sequential progression. Credit, 1 semester hour.

ATH 201. Clinical Education II

Continued practical experience in the collegiate athletic training setting; part of a sequential progression. Credit, 1 semester hour.

ATH 204. Lower Extremities Assessment

A course in athletic injury evaluation of the major joints of the lower body including location of bony and soft tissues landmarks, special tests, assessment techniques, etc. Credit, 4 semester hours.

ATH 205. Upper Extremities Assessment

A course in athletic injury evaluation of the major joints of the upper body including location of bony and soft tissues landmarks, special tests, assessment techniques, etc. Credit, 4 semester hours.

ATH 300. Clinical Education III

Continued practical experience in the athletic training setting; more sequential progression. Credit, 1 semester hour.

ATH 301. Clinical Education IV

Continued practical experience in the athletic training setting. Credit, 1 semester hour.

ATH 303. Therapeutic Modalities Lab

An advanced course designed to provide the athletic training student with practical experience with the application of modalities to treat athletic injuries. Credit, 1 semester hour.

ATH 304. Therapeutic Modalities

An advanced course designed to cover the physical basis and physiological effects of agents and modalities commonly used in the treatment of athletic injuries; emphasis will be placed on establishing a foundation for selecting a treatment protocol for an injury. Credit, 3 semester hours.

ATH 305. Therapeutic Exercise

An advanced course covering the principles of the rehabilitation of athletic injuries from the time of injury until the athlete returns to competition. Credit, 3 semester hours.

ATH 306. Therapeutic Exercise Lab

An advanced course designed to provide the athletic training student with practical application of therapeutic exercise techniques. Credit, 1 semester hour.

ATH 404. Pathology, Pharmacology, and Medical Concerns

Course will present the student with the information necessary to make sound clinical decisions concerning drugs, medical considerations, and recognition of potential systemic illness/disease that

may arise in an athletic training environment, many of which are encountered only rarely but may have dire consequences. Credit, 3 semester hours.

ATH 405. Organization & Administration of Athletic Training

Designed to provide the advanced athletic training student with organizational skills and an understanding of the management and administrative responsibilities of the certified athletic trainer; also to include resource management, facility design and legal considerations. Credit, 3 semester hours.

ATH 450. Athletic Training Internship I

Supervised clinical experience for the advanced athletic training student. Credit, 3 semester hours.

ATH 451. Athletic Training Internship II

Supervised clinical experience for the advanced athletic training student. Credit, 3 semester hours.

ATH 490. Athletic Training Research

An analysis of athletic training research issues specifically related to the profession of athletic training. Course will address the need for a unique research base, and research will be developed from within the profession to link athletic training skills to underlying theory. Credit, 1 semester hour.

HEALTH PROMOTION (HLTH)

HLTH 106. Safety and First Aid (PED 106)

A certified-based American Red Cross study of safety, first aid, CPR, and emergency procedures. Eight-week course. Credit, 1 semester hour.

HLTH 109. Healthful Living (PED 109)

A study of major and contemporary personal and health promotion topics. Eight-week course. Credit, 1 semester hour.

HLTH 200. Principles of Health and Fitness Promotion

A generic introduction for students pursuing professional preparation in health promotion. It will discuss the historical and philosophical perspectives of the development of health promotion and examine the delivery of health promotion in a variety of settings. Credit, 3 semester hours.

HLTH 206. Nutrition (PED 206)

Designed to investigate topics in nutrition which are most relevant to physical activity, fitness, health, and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control. Half-semester course. Credit, 1 semester hour.

HLTH 225. Health Psychology (PSY 225)

The course will cover the psychobiosocial dynamics of stress and wellness. Students will examine methods of managing stress and enhancing health through cognitive-behavioral modification, biofeedback, meditation, hypnosis, psychotherapy, nutrition, and exercise. Credit, 3 semester hours.

HLTH 301. Community Health Organizations and Services (SOC 301)

This course explores and analyzes current major community health issues, the programs and services available for preventing and controlling these problems and the various agencies and organizations which deal with the problems and issues. Credit, 3 semester hours.

HLTH 304. Human Sexuality (SOC 304)

Human sexuality is analyzed as a social, psychological, and biological process. Included in a discussion of sexual values and behaviors and their relationship to social structure. As announced. Credit, 3 semester hours.

HLTH 305. Adult Development and Aging (PSY 305)

The course is designed to survey, topographically and chronologically, the aging period from middle adulthood to older adulthood. Changes in biological, intellectual, memory, learning, personality, and social processes will be addressed. Credit, 3 semester hours. PREREQ: PSY 101.

HLTH 329. Society and Environment (SOC 329)
A study of the social aspects of the natural environment. Environmental factors influencing societal development, and ideological conceptions which relate people to their surroundings are explored. The interdependence of culture and physical resources is stressed. Credit, 3 semester hours.

HLTH 330. Health Promotion and Fitness Skills
This course will acquaint students with various learning theories and teaching methods. The focus will be upon selecting methods, media and techniques best suited for teaching health promotion and fitness content to specific learners. Credit, 3 semester hours.

HLTH 332. Planning, Administration, and Evaluation of Programs
This course will provide an in-depth examination of program-planning and evaluation in areas of health, fitness, leisure activity, etc. Emphasis will be placed on the overall planning processes for developing a variety of wellness settings. Credit, 3 semester hours.

HLTH 365. Human Diseases
Study of the disease process including causes, effects, and control of selected diseases with emphasis on disease prevention and health promotion. Credit, 3 semester hours.

HLTH 375. Death, Dying, and Chronic Illness (SOC 375)
Stages of personal adjustment to death. Dying as a social process. Therapy with the chronically and terminally ill. Social, economic, and psychological aspects of the funeral. The hospice is discussed. Credit, 3 semester hours.

HLTH 377. Drugs, Society, and Behavior (SOC 377)
A study of the types and functions of pharmaceutical treatments. Drug addiction is analyzed as a social, psychological, and biological process. Credit, 3 semester hours. PREREQ: SOC 280 or permission of instructor.

HLTH 410. Health and Fitness Behavior Changes
This course provides students with the foundations necessary to develop a theoretical basis for the analysis and interpretation of specific health and fitness behaviors. This foundation will assist them in planning, implementing and evaluating behavioral change program for individuals or groups. Credit, 3 semester hours.

HLTH 420. Women's Health Issues and Problems (SOC 420)
The course provides an in-depth analysis of biological, psychological, sociocultural and political issues related to the health and health care of women. Emphasis will be placed upon the diverse health problems of women and the roles and responsibilities of women as health care consumers and providers. Credit, 3 semester hours.

HLTH 425. Leisure and Wellness for Older Adults (REC 425)
The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adults related to fitness and leisure activities utilizing a theoretical and practical approach. Credit, 3 semester hours.

HLTH 480. Epidemiology (SOC 480)
This course will explore epidemiological approaches to disease prevention and control. Emphasis will be placed on applying epidemiological principles to selected community health problems. Credit, 3 semester hours.

HLTH 485. Preparation for Internship
A comprehensive study and integration of the areas of responsibility for the community health major and their corresponding functions and skills essential for a successful internship. Will provide opportunities for observation/experience in community health settings. Credit, 3 semester hours.

HLTH 490. Internship
A practical work experience in a health promotion setting, e.g., hospital, public health agency or industry supervised by an on-site supervisor and a UNCP faculty member. Credit, 6 semester hours.

HLTS 3xx. Selected Health Topics
Course will include specific health topics that will vary and will be announced in the semester class schedule. Topics will be timely and important to health professionals and other interested students. Health Promotion majors will be allowed to receive a maximum of six credits for the course. Credit, 3 semester hours.

PHYSICAL EDUCATION (PED)

PED 101. Wellness and Fitness
Basic, practical concepts concerning health, disease, fitness, exercise, obesity, etc., will be covered as related to personal wellness and fitness. Half-semester course. Credit, 1 semester hour.

PED 106. Safety and First Aid (HLTH 106)
A certified-based American Red Cross study of safety, first aid, CPR, and emergency procedures. Eight-week course. Credit, 1 semester hour.

PED 109. Healthful Living (HLTH 109)
A study of major and contemporary personal and health promotion topics. Eight-week course. Credit, 1 semester hour.

PED 130. Fitness Walking
Half-semester course. Credit, 1 semester hour.

PED 131. Archery
Half-semester course. Credit, 1 semester hour.

PED 132. Badminton
Half-semester course. Credit, 1 semester hour.

PED 133. Golf
Half-semester course. Credit, 1 semester hour.

PED 134. Swimming
Half-semester course. Credit, 1 semester hour.

PED 135. Tennis
Half-semester course. Credit, 1 semester hour.

PED 136. Soccer
Half-semester course. Credit, 1 semester hour.

PED 137. Bowling
Half-semester course. $15 fee. Credit, 1 semester hour.

PED 138. Rhythms and Dance
Half-semester course. Credit, 1 semester hour.

PED 141. Physical Conditioning
Half-semester course. Credit, 1 semester hour.

PED 145. Volleyball
Half-semester course. Credit, 1 semester hour.

PED 146. Weight Training
Half-semester course. Credit, 1 semester hour.

PED 150. Varsity Baseball
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 151. Varsity Men's Basketball
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 152. Varsity Cross Country
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 153. Varsity Golf
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 154. Varsity Soccer
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 157. Varsity Track and Field
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 158. Varsity Wrestling
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 159. Varsity Cheerleading
Squad members only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 160. Varsity Women's Basketball
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 161. Varsity Women's Tennis
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 162. Varsity Volleyball
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 163. Varsity Softball
Athletes only; P/F grade only. Can take only one time. Credit, 1 semester hour.

PED 177. Advanced Physical Conditioning
Aimed at varsity athletes and/or extremely well-conditioned students; very intense training/conditioning; must have special permission to take. Half-semester course. Credit, 1 semester hour.

PED 179. Aerobic Dance
Half-semester course. Credit, 1 semester hour.

PED 180. Military Physical Training (MSC 180)
Half-semester course. Must be approved to register for this course. Credit, 1 sem. hr.

PED 190. Outdoor Fitness
A course designed to initiate students to outdoor fitness elements such as hiking, orienteering, climbing, etc. An outside nominal fee may be necessary. Half-semester course. Credit, 1 semester hour.

PED 195. Water Aerobics
Half-semester course. Credit, 1 semester hour.

PED 200. Motor Learning and Development
Designed to evaluate the execution and competency of a variety of fundamental movements, skills, etc. related to the teaching of physical education, sports, etc. Half-semester course. Credit, 1 semester hour.

PED 204. Adaptive Physical Education
Designed especially for teachers of exceptional children as well as for those who work with the handicapped; practical application of physical education activities, equipment, and modification of facilities for adaptive children and adults with adaptive needs; age, grade, and handicap levels will be considered. Half-semester course. Credit, 1 semester hour.

PED 206. Nutrition (HLTH 206)
Designed to investigate topics in nutrition which are most relevant to physical activity, fitness, health, and sports participation. Along with general nutrition information, topics will include the effects foods have on physical performance, eating disorders, and proper body fat control. Half-semester course. Credit, 1 semester hour.

PED 207. Computer Application in HPER
Basic and thorough on-task development of computer hardware, terminals, operations, software, peripheral systems, recorders, printers, etc. Instruction methods as well as computer-assisted instruction will be discussed and developed in a variety of disciplines. Credit, 1 semester hour.

PED 230. Officiating Sports (REC 230)
An overview of the rules and mechanics of officiating sports; practical experience via intramural officiating. Credit, 1 semester hour.

PED 312. PE and Sport in Contemporary Society (SOC 312)
A study of the historical and philosophical aspects of PE and sport from sociocultural, psychological, and political perspectives, including the relationship of sport and PE to other social institutions and schools as well as the changing concepts and evolution of leisure, PE and sports. Literature on past events, current issues, and the sociological foundation of modern PE will be examined. Credit, 3 semester hours.

PED 316. Physical Education Activities for Grades K-6
A study of the materials and movement activities of physical education in grades K-6 as it relates to rhythms, fitness, group play, and other physical activities appropriate to these age levels. Credit, 3 semester hours.

PED 319. Physical Education Activities for Grades 7-12
A study of the materials and movement activities of physical education in grades 7-12, as it relates to rhythms, fitness, group play, and other physical activities appropriate to these age levels. Credit, 3 semester hours.

PED 326. Practicum in Athletic Coaching
Practical field experience in coaching athletic teams. Student can be assigned to either a member of the University coaching staff, a junior or senior high school coaching staff as an assistant, a recreation team, etc. Credit, 1 semester hour.

PED 332. Teaching Swimming
Methods, materials, techniques, and skills of teaching swimming. Half-semester course. Credit, 1 semester hour.

PED 333. Lifeguard Training
Will include first aid, CPR for professional rescurer, AED, and disease-transmission certification. Half-semester course. Credit, 1 semester hour.

PED 334. Lifeguard Instructor
Instructor's course leading to Red Cross certification. Half-semester course. Credit, 1 semester hour. Prerequisite: Must be Red Cross certified lifeguard training course (PED 333).

PED 335. Water Safety Instructor (WSI)
Instructor's course in teaching swimming and lifesaving techniques leading to Red Cross certification. Credit, 2 semester hours. Prerequisites: PED 333 Lifeguard Training and current First Aid/CPR certification card(s).

PED 340. Sport and Exercise Psychology
A study of the psychological theories and techniques that can affect motivation, performance and personal growth as associated with exercise and sport. Credit, 3 semester hour.

PED 348. Kinesiology
A structural study of the muscular system of the human body with emphasis on, and biomechanical analysis of, kinetic applications/movements relative to physical education, sport, and human movement. Credit, 3 semester hours.

PED 349. Anatomy and Physiology
A study of the anatomical and physiological functions, parts, and processes of the various systems of the human body to include cell, tissue, and organ, and structural study. Credit, 3 semester hours.

PED 350. Coaching Football
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Half-semester course. Credit, 1 semester hour.

PED 351. Coaching Basketball (Men or Women)
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Half-semester course. Credit, 1 semester hour.

PED 352. Coaching Track and Field
A study of fundamentals, individual techniques, conditioning, maintaining facilities, and staging events. Half-semester course. Credit, 1 semester hour.

PED 353. Coaching Baseball
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Half-semester course. Credit, 1 semester hour.

PED 354. Coaching Wrestling
A study of fundamentals, moves, strategies, and conditioning. Half-semester course. Credit, 1 semester hour.

PED 355. Coaching Soccer
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Half-semester course. Credit, 1 semester hour.

PED 356. Coaching Softball
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Half-semester course. Credit, 1 semester hour.

PED 364. Coaching Volleyball
A study of offensive and defensive play, strategies, fundamentals, and conditioning. Half-semester course. Credit, 1 semester hour.

PED 366. Coaching Tennis
A study of fundamentals, individual techniques, conditioning, drills, and conducting matches. Half-semester course. Credit, 1 semester hour.

PED 400. Teaching Physical Education in Grades K-12
Purposes, methods, materials, techniques, and evaluation procedures in the teaching of physical education K-12. Preparation of teaching plans and materials. Credit, 3 semester hours.

PED 411. Biomechanics
A qualitative and quantitative study of the mechanical factors related to human movement. The study of biomechanical principles that govern effectiveness of human kinetic movement and skills. Human movement as related to the laws of physics and biomechanics. Human biomechanical movement analysis will be explored as well as kinematic concepts. Credit, 3 semester hours.

PED 412. Exercise Physiology
An analytical, practical study of how exercise affects the various physiological systems of the human body both positively and negatively. Sport and athletic physiology will be addressed as well. Credit, 3 semester hours.

PED 415. Organization and Administration of Physical Education and Athletics
A study of the organization and administration of physical education and athletics with particular reference to management, logistics, legal issues, budgeting, facilities, etc. Credit, 3 semester hours.

PED 424. Tests and Measurement in Physical Education
An analysis of the methods of testing and evaluating in physical education; also an overview of statistics and data interpretation. Credit, 3 semester hours.

PEDS 4xx. Special Topics in HPER (RECS 4xx)
Investigations into special topics in health, physical education, or recreation. As announced. Credit, 1-3 semester hours.

RECREATION (REC)

REC 230. Officiating Sports (PED 230)
An overview of the rules and mechanics of officiating various sports; practical experience via intramural officiating. Credit, 1 semester hour.

REC 300. Introduction to Community Recreation
An introduction to the basic concepts of organized recreation including its philosophy, history, organizational patterns, programs, facilities, and leadership. Credit, 3 semester hours.

REC 327. Creating Recreation Funding
Practical experience in researching and writing grant proposals, fund-raising, etc. as it applies to possible avenues for recreational funding from a variety of potential sources. Credit, 1 semester hour.

REC 332. Recreation Programming (HLTH 332)
Explores the purpose and functions of programs, planning principles, objectives, organizational behavior, and evaluation. Translates program plans into practical situations. Credit, 3 semester hours.

REC 340. Exercise and Sport Psychology (PED 340)
A study of the psychological theories and techniques that can affect motivation, performance and personal growth as associated with exercise and sport. Credit, 3 semester hour.

REC 400. Introduction to Therapeutic Recreation
Course is a survey of the history, philosophy, concepts and trends in therapeutic recreation services; types of individuals served, settings and services provided, and the roll of the therapeutic recreation specialist. The course is designed to provide an overview of therapeutic recreation services as a leisure service delivery system and the impact of a disability on the individual as well as personal and societal responses to people with disabilities. Credit, 3 semester hours.

REC 416. Outdoor Recreation Service
Provides basis for understanding the administrative process related to the delivery of leisure services. Explores legal foundations, management systems and principles, organizational behavior, political systems, and evaluation. Credit, 3 semester hours.

REC 425. Leisure and Wellness for Older Adults (HLTH 425)
The study of the physical, social, and emotional characteristics, needs, and interests of middle and older adulthood related to fitness and leisure activities utilizing a theoretical and practical approach. Credit, 3 semester hours.

REC 440. Tourism and Commercial Recreation
Examines the principles, practices, and philosophy of the travel industry. Explores the diversity of commercial recreation enterprises, general trends, and personal attributes associated with a career in these fields. Credit, 3 semester hours.

REC 450. Internship in Recreation Management/Administration
To be supervised by the Recreation Coordinator. The student will be under the supervision of an experienced recreation administrator for experiences related to the operation of some type of recreation service(s). The assignment will be within a municipal, county, state, or private agency which has as one of its primary functions that of providing recreation programs. Plans must be made in advance with the Recreation Coordinator. Credit, 6 semester hours. PREREQ: Senior standing and approval of the Recreation Coordinator.

RECS 4xx. Special Topics in Recreation (PEDS 4xx)
Investigations into special topics in health, physical education, or recreation. As announced. Credit, 1-3 semester hours.

AEROSPACE STUDIES (AIR FORCE ROTC)

Director: Major Jennifer Berry (Air Force)

Captain Michelle Coghill Lieutenant Russell Brevick

AIR FORCE ROTC PROGRAM

General military courses are available for the freshman and sophomore years, and professional officer courses for the junior and senior years.

Advanced credit for a portion of the freshman/sophomore curriculum may be granted for previous participation in high school junior ROTC, Army or Navy Senior ROTC, Civil Air Patrol, military school, or prior active military service.

Qualifications

The general qualifications for general military course entry are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; (c) good moral character, and (d) attending a college or university offering the AFROTC Four-Year Program or a college or university which has a cross-enrollment agreement with an institution hosting the AFROTC Program. UNC Pembroke has a cross-enrollment agreement.

OBJECTIVES

The objectives of the Aerospace Studies program are as follows:

* To recruit, train and produce a highly qualified Air Force officer capable of performing effectively in an assigned Air Force specialty.
* To provide a curriculum which is dynamic and responsive to the educational requirements of the Air Force junior officer.
* To provide relevant pre-professional preparation for future Air Force officers in their freshman and sophomore years.
* To provide relevant pre-professional preparation for future Air Force officers pursuing the Professional Officers' Course.
* To stimulate the optimum development of military leadership among students through meaningful experience provided within a functional context.
* To motivate students to pursue flying careers and to provide practical indoctrination in flight operations.
* To strengthen each cadets' sense of personal integrity, honor, and individual responsibility and enhance knowledge of how the U.S. Air Force serves the national interest.

PROGRAM REQUIREMENTS

To be eligible for the General Military Course (GMC) each individual must:

* Be a full-time student.
* Be 14 years of age or older.
* Be a U.S. citizen (there are provisions for aliens to participate in the GMC program).
* Be of good moral character.
* Meet University medical standards for admission to the institution.
* Not have been disqualified by disenrollment from an officer training program.

To be eligible for the Professional Officers Course (POC), each individual must:

* Be a full-time student and schedule to receive a baccalaureate degree.
* Be a U.S. citizen.
* Be of good moral character.
* Be certified Medically Qualified by appropriate Air Force medical authorities.
* Be at least 17 years of age.
* Be in good academic standing.
* Successfully complete either GMC or equivalent training and a four-week Field Training Course.
* Attain a minimum qualifying score on the Air Force Officers Qualification Test.
* Have two academic years remaining when entering the POC.

PROGRAM

The General Military Course (GMC) is an introductory level course dealing with mission, organization and function of the U.S. Air Force, and with development of air power into a prime element of national security. The GMC is developmental in nature and is designed to motivate and prepare cadets for entry into the Professional Officers Course (POC). The standard GMC is a two-year course in Aerospace Studies (ARS). The first year is designated ARS 111 and 112 and the second year ARS 211 and 212. The GMC totals approximately 120 clock hours consisting of a suggested 60 hours of academics and 60 hours of Leadership Laboratory.

The POC subject matter includes a study of the United States armed forces' role in contemporary society, and the role of the professional officer as a member of society along with theoretical and applied leadership management and communicative skills. The POC is designed to prepare cadets for active duty as Air Force Officers. It is a two-year course of instruction in Aerospace Studies (ARS) and is normally designated ARS 311 and 312 for juniors and ARS 411 and 412 for seniors. The POC totals approximately 240 clock hours, i.e., 120 hours per year consisting of 90 hours of academic and 30 hours of Leadership Laboratory.

Leadership laboratory provides cadets with practical command and staff leadership experiences through performing various tasks within the framework of the organized Cadet Corps. Leadership Laboratory accounts for 120 hours of the 360 hours normally allocated to Aerospace Studies.

Field Training is an off-campus training program held at selected Air Force bases during the summer. A six-week camp is conducted for all students entering the Air Force ROTC two-year program. All other cadets attend a four-week encampment. The Flight Instruction Program is an integral part of the Air Force ROTC program. The course is offered to a limited number of highly qualified ROTC cadets who are within 24 months of established commissioning date.

Under the two-year program selected students may be enrolled in the POC provided they have two full years of college remaining. If contemplating enrollment in this program, a student should do so prior to completion of the sophomore year, to enter Field Training during the summer preceding the Fall semester of his or her junior year.

Uniforms and textbooks for Air Force ROTC are provided by the Federal Government. All students enrolled in the final two years of Air Force ROTC are under contract and receive a subsistence allowance of $250 per month for ARS 100 students that increases up to $400 a month for ARS 400 students. A limited number of selected students enrolled in the Air Force ROTC program may qualify for scholarships. All scholarships pay the subsistence allowance, fees, tuition, and an annual textbook allowance.

During the four or six weeks of Field Training Program, all students receive pay and travel allowance.

Students may transfer credits received in other ROTC units established under the provisions of the National Defense Act. ROTC credits may be used as free electives. Prior to commissioning, a student must complete requirements for and receive a baccalaureate degree (or higher degree.) Each student must satisfactorily complete a course in mathematical reasoning prior to receipt of a commission; a list of these courses is available in the Aerospace Studies office.

Students enrolled in the program under a four-year AFROTC Scholarship must satisfactorily complete a 3-credit hour course in English composition prior to the end of the GMC tenure to maintain scholarship entitlement. GMC cadets receiving scholarships of less than four year duration will have two academic years from scholarship activation to complete the English composition requirement; English composition courses satisfying this requirement are listed in the Aerospace Studies office.

COURSES (ARS)

ARS 111 & ARS 112. The Air Force Today: Air Force Organization & Mission

This a survey course designed to introduce students to the U.S. Air force and Air force Reserve Officer Training Corps. Featured topics include: Air Force mission and organization; officership and professionalism; military customs and courtesies, officer opportunities; group leadership; and an introduction to problem-solving skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with fellowship experiences. ARS 111-Fall Term, ARS 112-Spring Term. Credit, 1 semester hour each semester.

ARS 211 & ARS 212. The Air Force Way

A survey course designed to facilitate the transition from Air Force ROTC cadet to Air Force ROTC officer candidate. Featured topics include: Air Force heritage and leaders, Quality Air Force, an introduction to ethics and values, introduction to leadership, group leadership problems, and continuing application of communication skills. Leadership Laboratory is mandatory for AFROTC cadets and complements this course by providing cadets with their first opportunity for applied leadership experiences discussed in class. ARS 211-Fall Term, ARS 212-Spring Term. Credit, 1 semester hour each semester.

ARS 311 & ARS 312. Air Force Leadership and Management

ARS 311 & 312 is a study of leadership, quality management fundamentals, professional knowledge, Air Force doctrine, leadership, ethics, and communications skills required of an Air Force junior officer. Case studies are used to examine Air Force leadership and management situations as a means of demonstrating and exercising practical application of the concepts being studied. A mandatory Leadership Laboratory complements this course by providing advance leadership experiences in officer-type activities, giving students the opportunity to apply leadership and management principles of this course. ARS 311-Fall Term, ARS 312-Spring Term. Credit, 3 semester credits hours for each semester.

ARS 411 & ARS 412. National Security Affairs/ Preparation for Active Duty

ARS 411 and ARS 412 examines the national security process, regional studies, advanced leadership ethics, and Air Force doctrine. Special topics of interest focus on the military as a profession, officership, military justice, civilian control of the military, preparation for active duty, and current issues affecting military professionalism. Within this structure, continued emphasis is given to refining communication skills. A mandatory Leadership Laboratory complements this course by providing advanced leadership experiences, giving students the opportunity to apply the leadership and management principles of this course. ARS 411-Fall Term, ARS 412-Spring Term.

MILITARY SCIENCE (ARMY ROTC)

Director: Army Master Sgt. Johnny Torre

ARMY ROTC PROGRAM

Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for application into the Advanced Course.

Prior service in the military, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the University are commissioned as Second Lieutenants into the U.S. Army.

Qualifications

The general qualifications for entry into the ROTC Program are as follows: (a) United States citizenship; (b) meeting college entrance medical standards; © good moral character; and (d) being enrolled as a full-time student at UNCP.

OBJECTIVES

The objectives of the Army ROTC Program are to attract, motivate, and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor, and country; to promote teamwork and individual fitness; and to develop an understanding of and appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning, and establishes a solid foundation of their professional development and effective performance in the uniformed services or in civilian enterprise.

The Army ROTC Program is of modular construction and is composed of a Basic and an Advanced Course. Enrollment in the Basic Course is open to all full-time students, and it carries with it no obligation for military service. Completion of the Basic Course is a prerequisite for application to the Advanced Course. Prior military service, high school ROTC, or membership in a National Guard or Reserve unit may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based on demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course and graduate from the university are commissioned as second lieutenants.

COURSES (MSC)

BASIC COURSES

MSC 101. Military Organization

An orientation to the U.S. Army concentrating on the historical development of ROTC and related customs, courtesies, and traditions of uniformed service. Fall. 1 hour lab per week and 1 hour lecture. Credit, 1 semester hour.

MSC 102. Basic Leadership and Management

An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics, and the decision making process. Spring. 1 hour lab per week and 1 hour lecture. Credit, 1 semester hour.

MSC 180. Military Physical Training (PED 180)

Taught by a military instructor. Students may use MSC 180 as an alternate to 101 or 102.

MSC 201. Studies in Decision Making

A study in progressive leadership concentrating on leadership models, personality, and perceptual process. Contemporary and historical leadership problems (case studies) are analyzed from a leader's perspective. Fall. 1 hour lab per week and two hours lecture. Credit, 3 semester hours.

MSC 202. Land Navigation and Tactics

An introductory course in land navigation and rifle squad organization, capabilities, and tactics. Spring. 1 hour lab per week and 2 hours lecture. Credit, 3 semester hours.

ADVANCED COURSES

MSC 301. Leadership Development

Instruction is presented in the psychology and principles of leadership and management, emphasizing a behavioral science approach. Cadets learn the fundamentals and techniques of military instruction/briefings (including effective writing), and receive instruction in advanced land navigation, tactical communications systems, artillery, drill and ceremonies, and physical conditioning. Fall. Three (3) lecture hours and 1½ laboratory hours per week. Credit, 3 semester hours. PREREQ: Completion of ROTC Basic Course, Basic Camp or equivalent.

MSC 302. Unit Level Command Responsibilities

A study in leadership from the perspective of the Second Lieutenant concentrating on the coordination and execution of administrative and tactical command decisions. Laboratory periods concentrate on leadership development, physical training, and selected presentations. Spring. Three (3) lecture hours and three (3) laboratory hours per week. Credit, 3 semester hours. PREREQ: Completion of MSC 301 or equivalent.

MSC 401. Basic Officer Course Preparation (3)

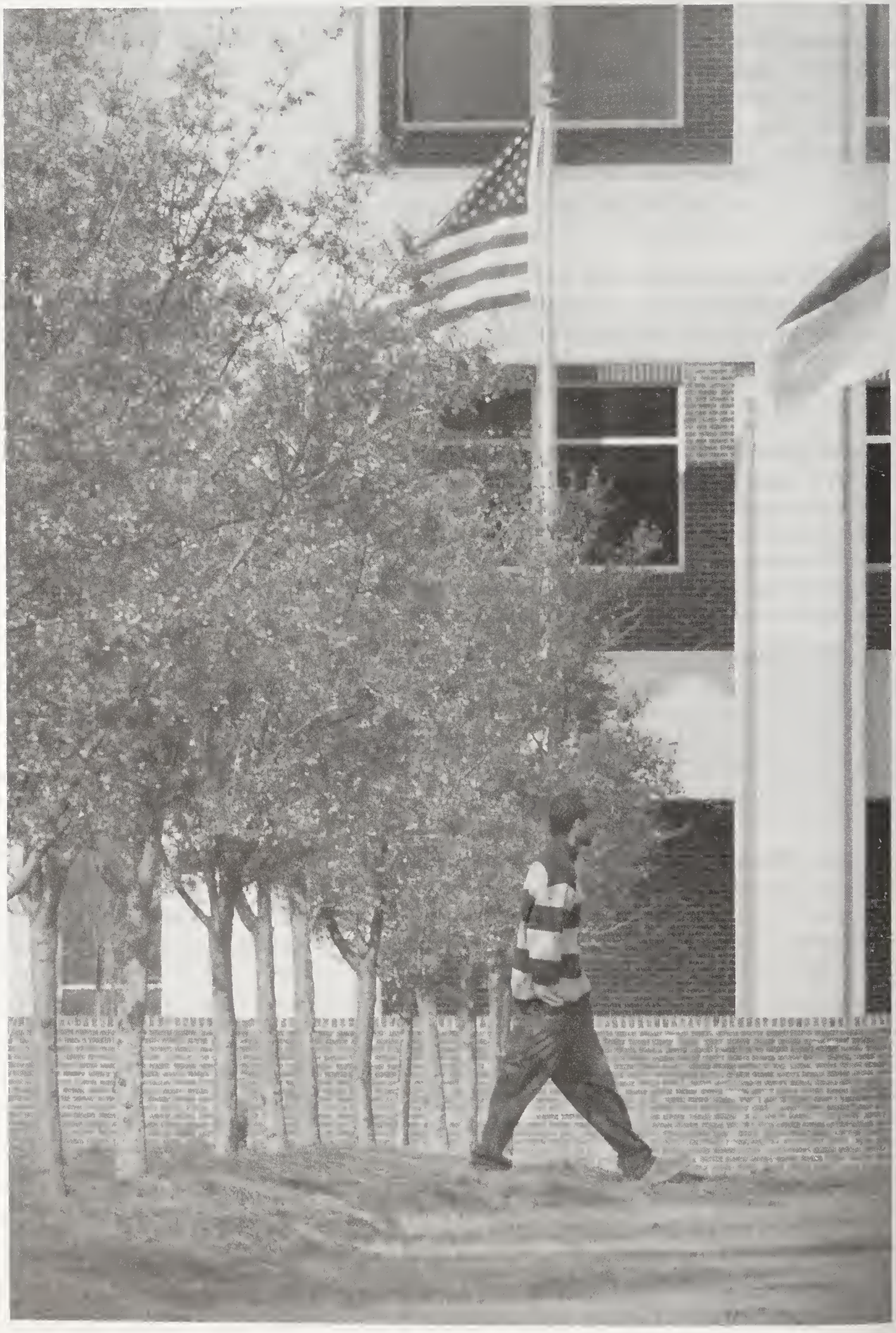
Studies in military subjects which will prepare an individual for those duties and responsibilities of a newly commissioned officer. These subjects include Military Leadership, Small Unit Administration, Human Self-development, Leadership Aspects of Contemporary Issues, Unit Readiness, Company Administration, Effective Written Communications, Awards and decorations, and Fundamentals of Management. Three (3) lecture hours and 1½ laboratory hours per week. Fall. Credit, 3 semester hours.

MSC 402. Advanced Leadership and Management

Studies in Military Staff organization and procedure. Topics essential to newly commissioned officers including an in-depth survey of the Military Justice System and courts-martial procedures. Practical application of leadership skills in dealing with supply and maintenance procedures. Students also are required to prepare and present military instruction to military science classes. Spring. Three (3) lecture hours and three (3) laboratory hours per week. Credit, 3 semester hours. PREREQ: Completion of MSC 401.

MSC 421. The American Military Experience (HST 406)

A survey of American Military History concentrating on the major factors and events which have influenced US foreign policy during periods of war and peace. Fall. Credit, 3 semester hours. PREREQ: Completion of MSC 301 or 302.



SCHOOL OF GRADUATE STUDIES

Dean: Kathleen C. Hilton

Graduate Programs, Procedures, and Policies 274
Business Administration (M.B.A.) 283
Public Administration (M.P.A.) 288
School Administration (M.S.A.) 296
School Counseling and Service Agency Counseling (M.A.) 298
Education: Elementary, Middle Grades, Reading (M.A.Ed.) 305
Art Education (M.A.) 317
English Education (M.A., ESL Add-On Licensure) 320
Mathematics Education (M.A.) 324
Physical Education (M.A.) 328
Science Education (M.A.) 331
Social Studies Education (M.A.) 336

MISSION

The mission of the School of Graduate Studies of The University of North Carolina at Pembroke is to provide quality master's level degree programs and opportunities for continuing professional and career development for students whose academic preparation and personal characteristics predict success in graduate studies. Each graduate program is firmly grounded in theoretical and empirical bodies of knowledge. Students are challenged to think critically and creatively, and to apply theory to practice in an atmosphere of inquiry and dynamic exchange with faculty and each other.

Faculty share the University's commitment to academic excellence in a balanced program of teaching, research, and service. They are committed to excellence in teaching, engaging in the generation of knowledge, serving their communities and professions, fostering the development of new roles and relationships within, among, and between their disciplines, and modeling the values of inquiry, continuous learning, creativity, and respect and appreciation for the rights and views of others.

The School of Graduate Studies is a nontraditional graduate school offering its classes and experiences to a population of predominantly adult learners. Most graduate classes are held during the evening hours, usually from 6:30 to 9:30 PM. In addition to its offerings on the main University's campus, the School of Graduate Studies offers classes leading to the M.B.A. degree at satellite locations at Sandhills Community College in Pinehurst, NC, and Richmond Community College in Hamlet, NC. The M.P.A. degree is also offered in an on-line format.

The School of Graduate Studies emphasizes depth of study, academic rigor, and reflection. The graduate programs seek to foster in students a desire for excellence, a sustained commitment to learning, an openness to change, a social consciousness, and a respect for human diversity. The programs also foster the development of students into leaders of their professions.

LOCATION

While graduate classes for the School of Graduate Studies may be offered at a variety of campus and non-campus locations, the location for all inquiries regarding graduate admissions, policies, and procedures is Room 253 of Lumbee Hall. The main telephone number for this office is (910)-521-6271. Additional information about graduate studies may be accessed through the school's web page: http://www@uncp.edu/grad/

PERSONAL INTERVIEWS:

Prospective graduate students are welcome to schedule an appointment with the dean or a campus visit by calling (910)-521-6271.

GRADUATE PROGRAMS, PROCEDURES, AND POLICIES

MASTER'S DEGREE PROGRAMS OFFERED

Graduate courses are offered during the evening hours in the regular semester and summer sessions. The following graduate programs are available:

Master of Business Administration (M.B.A.)
Master of Public Administration (M.P.A.)
Master of School Administration (M.S.A.)
Master of Arts in School Counseling (M.A.)
Master of Arts in Service Agency Counseling (M.A.)
Master of Arts in Education—Elementary Education (M.A. Ed.)
Master of Arts in Education—Middle Grades Education (M.A. Ed.)
Master of Arts in Education—Reading Education (M.A. Ed.)
Master of Arts in Art Education (M.A.)
Master of Arts in English Education (M.A.)
Master of Arts in Mathematics Education (M.A.)
Master of Arts in Physical Education (M.A.)
Master of Arts in Science Education (M.A.)
Master of Arts in Social Studies Education (M.A.)

PROCEDURES AND POLICIES

Policies and procedures common to all graduate programs of The University of North Carolina at Pembroke appear in the following pages. Detailed information on each program, including requirements specific to individual programs, is contained in subsequent pages. Prospective students are urged to read this information carefully and to refer to this catalog throughout their enrollment at UNCP.

Graduate Admissions:

UNCP welcomes applications from qualified persons who have earned a baccalaureate degree from a regionally accredited college or university, and whose academic preparation and aptitude predict success in graduate studies. The Dean of the School of Graduate Studies and the director of the appropriate graduate degree program evaluate all applications that are submitted. No single consideration dictates decisions on applications; instead, numerous factors and their relationships to one another enter into such decisions. Qualifying for general admission to the School of Graduate Studies of the University does not guarantee admission to a specific program.

Any student who supplies false or misleading information or conceals pertinent facts in order to secure admission to UNCP may be denied admission or, if admitted, may be immediately dismissed from the University. Such a student may be ineligible to receive any credit from the School of Graduate Studies of the University.

Students may enter at the beginning of any semester or summer term. Application materials and all supporting documentation should be submitted to the School of Graduate Studies at least one month prior to the projected enrollment date. Applications packets may be requested from:

Dr. Kathleen C. Hilton, Dean
School of Graduate Studies
The University of North Carolina at Pembroke
P.O. Box 1510
Pembroke, NC 28372

Categories of Admission:

The School of Graduate Studies of The University of North Carolina at Pembroke admits graduate students in one of the following categories:

a) full admission,
b) provisional admission,

c) special admission,
d) enrichment studies, and
e) visiting graduate student

These terms are further defined below.

General Admission Requirements (Full or Provisional Admission)

All students seeking to enroll in any graduate class must be admitted to the School of Graduate Studies. To be considered for full or provisional admission, an applicant must:

a) submit a completed application to the School of Graduate Studies;
b) pay a $40.00 non-refundable application fee;
c) submit two copies (one of which must be an official copy) of transcripts from all colleges/universities attended; one of these transcripts must indicate the date that the applicant's baccalaureate degree was awarded;
d) have a satisfactory undergraduate academic record and meet at least one of the following minimum GPA (4.0 scale) requirements: an overall GPA of at least a 2.5 on all undergraduate work, or an overall GPA of at least a 3.0 in the undergraduate major, or a GPA of at least a 3.0 on all undergraduate work taken in the senior year;
e) submit an official report of satisfactory scores on the Miller Analogies Test (MAT), the Graduate Record Examination (GRE), or the Graduate Management Admissions Test (GMAT) {required for M.B.A.}.
f) have three letters of professional recommendation submitted on their behalf. At least one letter should be from a college/university faculty member in the undergraduate major of the applicant; at least one letter should be from the applicant's employer/supervisor.

In some cases, additional information such as an essay or personal interview may be required.

General Admissions Requirements (Special Admission)

Students seeking admission into this category are frequently unable to submit all documents required for full or provisional admission prior to the beginning of a semester. Other applicants enter this category with the intent to transfer their graduate courses to another institution. All students seeking to enroll in this non-matriculated *special admission status* are cautioned that they have not been admitted into a degree granting program of an academic department. In most cases, students in this category should seek to convert their admission into full or provisional status as soon as possible. All degree-seeking students who have enrolled with *special admission status* will have their records sealed after one semester. Further enrollment is prohibited without a change of admissions status. To be considered for special admissions an applicant must:

a) submit a completed application to the School of Graduate Studies;
b) pay a $40.00, non-refundable application fee; and
c) submit a transcript indicating that he/she received a baccalaureate degree from a regionally accredited institution of higher learning.

General Admissions Requirements (Enrichment Studies)

Students seeking to enroll for Enrichment Studies must meet the same admissions requirements as those stated above for Special Admissions. Other restrictions regarding this category appear below.

General Admissions Requirements (Visiting Graduate Students)

The School of Graduate Studies welcomes visiting graduate students from other institutions. Such students are required to:

a) submit an application to the School of Graduate Studies;
b) pay the non-refundable application fee of $40.00; and
c) submit a *letter-of-good-standing* signed by the graduate dean (or an appropriate official) of their home graduate school.

Additional information regarding this admissions category appears below.

Education Programs: Licensure Requirement

Applicants for all graduate degrees in education leading to licensure by the NC Department of Public Instruction must submit a copy of any current licenses held. Applicants to the M.A. programs in Art Education, English Education, Mathematics Education, Physical Education, Science Education, and Social Studies Education; to the M.A.Ed. programs in Elementary Education, Middle Grades Education, and Reading Education; and to the Master of School Administration program are expected to hold or be eligible to hold appropriate "A" level NC licensure. Those who do not meet the licensure requirement will not eligible for a graduate licensure recommendation from The University of North Carolina at Pembroke.

Standardized Examinations:

a) Miller Analogies Test: The Miller Analogies Test or MAT is accepted by the School of Graduate Studies for all graduate programs except the M.B.A. degree. This examination is offered on a regular basis by the Department of Counseling and Testing located in the Chavis Student Center on The University of North Carolina at Pembroke campus. To schedule a sitting for the MAT, applicants may telephone (910)-521-6202.

b) Graduate Record Examination: The Graduate Record Examination (GRE) is offered by the Educational Testing Service (ETS) of Princeton, NJ. The web page address for ETS is: www.gre.org

c) Graduate Management Admissions Test: The Graduate Management Admissions Test or GMAT is also offered by the ETS. The web page address for this test is: www.mba.com

Deadlines: Applicants are expected to submit the completed application and all supporting documentation at least one month prior to the projected enrollment date. A student whose application is not complete may be allowed to enroll (see special admission category) for a maximum of one semester with enrollment in that semester limited to six hours.

The Admissions Decision: The admissions decision is made by the Dean of the School of Graduate Studies upon recommendation from the appropriate director of a graduate degree program. This decision is based upon an analysis of both objective and subjective criteria submitted by the applicant. These are defined as follows:

Objective Criteria: Objective criteria are those data with numerical values. These commonly include the applicant's scores on standardized tests (e.g., the Graduate Record Exam {GRE}, the Miller Analogies Test {MAT}, and the Graduate Management Admissions Test {GMAT}) and the applicant's grade point average (GPA). Consideration may be given to any additional numerical information that the prospective graduate student may wish to submit.

Subjective Criteria: As a nontraditional School of Graduate Studies seeking to serve adult learners, the Graduate Dean and the program directors are open to receiving additional evidences of an applicant's educational endeavors and experience. While individual degree program admissions requirements may vary, the following subjective criteria are especially useful to the School of Graduate Studies:

a) letters-of-recommendation from former professors, immediate supervisors of employment, and professional colleagues;

b) biographical statements of past experiences;

c) outlines of personal professional goals (required for MPA and both Counseling degree programs);

d) personal interviews; *and*

e) a professional resume.

Enrollment For Additional Graduate Teacher Licensure: Students who possess graduate (G level or M level) licensure by the North Carolina Department of Public Instruction may enroll in some graduate programs to earn additional graduate licensure. Students who wish to exercise this option must apply to the Graduate School for admission to "Enrichment" status and to the Dean of the School of Education for an Individualized Education Program (IEP). The IEP specifies

the course work, graduate or undergraduate, that must be completed and other requirements that must be fulfilled for a recommendation for additional graduate licensure to be forwarded to the Department of Public Instruction by UNCP. This enrolment status does not qualify one for an additional degree.

Students who hold a master's degree in a counseling area (e.g., Community Counseling) and who wish to obtain licensure as a school counselor must apply for admission to the licensure-only program. These policies may be obtained from the Office of Graduate Studies.

Enrollment For Enrichment Purposes: Applicants who possess a baccalaureate degree from an accredited institution of higher learning, are not enrolled in degree programs at other institutions, and who wish to complete courses at UNCP for personal or professional enrichment may qualify for admission as special students (see general application procedures above). Students in this category cannot enroll for more than six (6) semester hours in a semester. Continuation of enrollment beyond one semester in this category requires the written approval of the Dean of the School of Graduate Studies. A maximum of six (6) semester hours (if appropriate and within the time limit) earned as a special student may later be applied toward degree requirements.

Enrollment as a Visiting Graduate Student: Visiting graduate students enrolled in the graduate schools of accredited institutions of higher learning are welcome at The University of North Carolina at Pembroke. Qualified visiting graduate students may study for one semester or summer at UNCP and transfer credits back to their home institutions. Visiting graduate students who wish to enroll for an additional semester, must secure the written approval of the Dean of the School of Graduate Studies. To gain admission as a visiting graduate student, an applicant must be in good standing at and eligible to return to the home institution. Visiting graduate students are required to submit a letter-of-good-standing from the Dean of Graduate Studies at their home institution prior to any registration for a graduate class. Visiting graduate students are required to complete an application for admission, but are not required to submit transcripts, letters of recommendation, or examination scores. The decision to admit visiting graduate students rests with the Dean of the School of Graduate Studies.

Foreign Students: The School of Graduate Studies of The University of North Carolina welcomes applications from potential graduate students from other nations. Applicants from non-English-speaking nations must provide evidence of proficiency in the English language with their applications for admission to the University's Graduate Programs. Scores on the Test of English as a Foreign Language (TOEFL) or the Michigan Test are required; no applications for admission are complete without such scores. I-20 forms will not be authorized without such scores. Each student also must submit official proof of financial support, an English translation of all transcripts, and an official transcript evaluation report from either World Education Services (http://www.wes.org/) or International Education Services (http://www.aacrao.org/credential/index.htm). All documents must be submitted to the School of Graduate Studies at least six months prior to the projected date of enrollment.

Second Master's Degree: Students who possess a master's degree and wish to enroll at UNCP to earn a second master's degree must apply for admission to the selected program area and, upon acceptance, complete all program requirements for that degree including comprehensive examinations. A maximum of six semester hours of course work applied toward the first degree may be applied toward the second master's degree. The six hours must be approved by the appropriate program coordinator/director and the Dean of the School of Graduate Studies. These hours are subject to the five year time limit (six for the counseling programs) applied to all course work credited toward the master's degree.

Undergraduate Enrollment For Graduate Courses: Provided they are otherwise qualified for admission to graduate study, seniors at UNCP who are within 9 semester hours of graduation may apply to the Dean of the School of Graduate Studies for permission to carry up to

six semester hours of graduate course work while completing the baccalaureate degree. Credit earned in this manner may not be used to meet requirements for the baccalaureate degree and, at the same time, applied toward the master's degree. Seniors who qualify and wish to enroll in a graduate course for undergraduate credit may apply to the chairperson of their department and the Dean of the School of Graduate Studies. However, any graduate course approved for this purpose may not later be applied toward a master's degree.

Medical History Forms: All new students, and all re-enrolling students who have been out of The University of North Carolina for one year, who plan to take 7 or more credit hours during the semester are required to complete a medical history form before registering for classes. This form may be obtained from and should be returned to Student Health Services. Students whose medical history forms are not on file by the specified deadline each semester are administratively withdrawn from the University.

MASTER'S DEGREE REQUIREMENTS

To receive a master's degree from The University of North Carolina at Pembroke students must complete the prescribed program of study and successfully pass the written comprehensive examinations (or the equivalent) and be approved by the Faculty Senate. It is the responsibility of the student to file an application for graduation with the UNCP Office of Graduate Studies by the deadline established by that office. Candidates for the master's degree are expected to be present at commencement exercises in the prescribed dress.

Programs of Study: The program of study prescribed for each graduate degree program is detailed below. Additional course work may be prescribed for individuals based on their undergraduate records. When such additional course work is prescribed, it becomes part of a student's prescribed program of study and must be completed for the degree to be awarded.

Academic Progress: Warning, Probation, and Dismissal: The academic progress of each graduate student is monitored on a regular basis by the Dean of the School of Graduate Studies, the student's advisor, and the appropriate program coordinator/director. A minimum grade point average of 3.0 is required to receive a master's degree. Graduate students who earn a grade of "C" in a graduate course are placed on academic warning. Graduate students who earn a second grade of "C" are placed on academic probation. Graduate students who earn a third grade of "C" are dismissed from their degree programs. Graduate students earning two grades of "C" in the same semester are placed directly on academic probation. An accumulation of nine semester hours of "C" quality work, or a grade of "F," makes a graduate student ineligible to continue graduate studies at UNCP.

Level of Course Work: All course work applied toward the master's degree must be earned in courses designed for graduate students (numbered 500 and above). No 400-level course work may be applied to the master's degree. No more than three semester hours of graduate credit earned in workshop courses may be applied toward a master's degree.

Time Limits: All course work applied toward the master's degree must have been completed within five years (six years for the School Counseling and Service Agency Counseling Programs) of formal admission to the program. The time requirement is based upon the calendar. For example, if a student enrolls for a graduate course on 25 August (start of a Fall Semester) then this student is one year into his/her time limit at the start of the next Fall Semester.

Transfer Credit: A maximum of six hours of relevant graduate credit taken at another accredited institution with graduate level programs may be applied to degree requirements at the University with the approval of the appropriate program coordinator/director and the Dean of the School Graduate of Studies. It is the responsibility of the student to apply for approval of transfer credit. No credit accepted for transfer may be earned by correspondence. The transfer credit is subject to the

five year time limit (six years for the counseling programs) applied to all course work credited toward the master's degree. No transfer credit will be accepted toward degree requirements once the student has matriculated at UNCP unless prior approval for the credit has been received from the appropriate program coordinator/director and the Dean of the School of Graduate Studies.

Comprehensive Examinations: In addition to the regular examinations in courses taken for graduate credit, candidates for some master's degrees must pass written or oral comprehensive examinations.

The comprehensive examinations are administered in the fall and spring semesters. Students in the School and Service Agency Counseling Programs must complete all core courses and pass the comprehensive examinations prior to enrolling in PCN 610 and PCN 166. Students in all other programs must have completed, or be enrolled in their final semester of, course work to be eligible to sit for the comprehensive examinations. Students must register for the comprehensive exams by the date established by the School of Graduate Studies.

A student who fails any part or parts of the comprehensive examinations must wait at least one semester before retaking the part or parts of the exam failed. Exams may be attempted a maximum of three times.

Information on the specific format of the comprehensive examinations for individual program areas is available from the program coordinator/director for the individual graduate degrees.

Thesis: A thesis or research project may be completed as part of the program of study. Students completing a thesis are assigned a thesis advisor. The thesis project must be approved by the thesis advisor and a thesis committee. The thesis advisor will supervise the preparation of the prospectus of the thesis, approve it, submit it to the student's thesis committee for approval, direct the student in the preparation of the thesis, assemble and chair the committee for the oral examination of the student on the thesis, and submit the necessary paperwork to the School of Graduate Studies. The advisor notifies the Dean of the School of Graduate Studies as to the time and date of the graduate student's oral examination. The thesis must bear the signatures of the student's academic advisor, members of the thesis committee, and the Dean of the School of Graduate Studies. The final approval of a thesis rests with the Dean of the School of Graduate Studies.

The original and two copies of the approved thesis and abstract must be on file in the School of Graduate Studies at least two weeks prior to the end of the semester in which the student expects to complete program requirements. Two copies of the thesis must be bound and will be retained by the University. Binding is arranged by the library, and the student is charged at cost.

Lapsed Credit: In cases of documented merit and/or continuing professional experience within a given discipline, the Graduate Appeals Committee (GAC) of the Graduate Council may, at its discretion, entertain appeals cases for *reinstatement of graduate credits* earned more than five years ago at The University of North Carolina at Pembroke or another accredited institution of higher learning. This procedure is available for former graduate students seeking to return to graduate study. Such cases are evaluated and judged by the GAC on a merit basis. The GAC considers all cases on an individual, nonprecedent-setting basis. The GAC is authorized by the Graduate Council to consider reinstatement of a maximum of nine (9) semester hours of lapsed academic graduate credit from The University of North Carolina at Pembroke and six (6) semester hours of lapsed credit from another institution. No reinstatement appeal may go the GAC unless the appeal bears the signatures of the graduate director of the student's graduate program, the chair of the appropriate academic department, and the Dean of the School of Graduate Studies. The GAC is the "due process" body for graduate students seeking to file reinstatement appeals, and its decisions are final. Graduate students seeking to file reinstatement appeals should schedule an appointment with the Dean of the School of Graduate Studies to discuss the appropriate details of filing such appeals.

Licensure: Students completing programs leading to graduate (M level) licensure by the State of North Carolina must apply for licensure to be granted. Applications are available in the Office of Graduate Studies and the Licensure Office in the School of Education. As part of the licensure

approval process, two years of teaching experience in the licensure area is required before UNC Pembroke will recommend the individual for a North Carolina master's level license. Students adding new areas of licensure to their licenses are required to satisfactorily complete the prescribed Praxis Series Examinations. Recommendations for licensure cannot be forwarded to the Department of Public Instruction until official copies of satisfactory scores on the required specialty area exam are on file at UNCP.

ADDITIONAL POLICIES

Advisement: Each student admitted to full or provisional standing in the program is assigned an advisor in the graduate academic major. Members of the graduate faculty serve as graduate advisors. Initially, graduate students are expected to meet with their advisors to plan their programs of study. Thereafter, they are expected to periodically meet with their advisors for further advisement. Advisement sessions are scheduled each semester in conjunction with preregistration.

Grading: It is expected that students enrolled in graduate courses demonstrate breadth and depth of understanding significantly beyond the undergraduate level. While letter grades are used in the graduate program, they differ substantially in meaning from the undergraduate program.

A grade of "A" designates that the graduate student's performance has been superior, going above and beyond what is normally expected in a graduate class.

A grade of "B" designates that the graduate student's performance has been satisfactory and that the student has demonstrated the level of understanding normally expected in a graduate class.

A grade of "C" designates that the graduate student's performance has been poor and that the student has demonstrated significantly less understanding than what is normally expected in a graduate class. An accumulation of 3 grades of "C" makes the student ineligible to continue graduate studies at UNCP.

For grades of A, B, and C, faculty have the option of assigning a plus (+) or minus (-) in addition to the letter grade, but these do not affect the computation of the grade point average.

A grade of "F" designates failure of the course. A graduate student who receives an "F" is ineligible to continue graduate studies at the University.

The "I," or incomplete, grade is given when a student is unable to complete required work because of an unavoidable circumstance such as illness. It is not to be given to enable a student to do additional work to improve a grade. Assigning the "I" grade is at the discretion of the individual instructor. It is the student's responsibility to request the "I" grade. Generally, the student will have completed most of the work required for the course before the grade of "I" is requested. An incomplete must be removed within one semester (excluding summer term), or it will automatically be converted to a grade of "F" by the University Registrar. In determination of quality hours and quality point averages, an "I" is counted as an "F" until it is removed. An "I" grade does not fulfill prerequisite requirements.

A grade of "T" indicates grade pending and is issued only for thesis research courses until the sequence of courses is completed and for the year-long internship in school administration.

Repetition of Courses: No graduate course may be repeated within the same program of study without permission of the Graduate Appeals Committee. A graduate student wishing to repeat a course must submit a written request to the Graduate Appeals Committee through the Dean of the School of Graduate Studies. Courses approved for repetition must be taken at The University of North Carolina at Pembroke.

Withdrawal Policy: Cognizant of the fact that at times circumstances change and situations arise that necessitate a student's withdrawal from a course, graduate students with good cause may

apply to withdraw from a course up to two weeks prior to the last official meeting of the class. It is the student's responsibility to obtain the signature of the course instructor on the withdrawal form. Once signed, the course instructor will forward the form to the Dean of the School of Graduate Studies. Students who do not officially withdraw from a course may not receive a grade of W. A grade of W may be received only once for a specified course, and no more than three Ws may be received in a student's program of study. Withdrawing from a class does not excuse a student from the five year time limit (six years for the counseling programs) within which all program requirements must be completed.

Course Load: All courses, unless otherwise noted in the course description, are offered for three semester credit hours. Graduate students employed on a full-time basis may enroll for a maximum of six semester hours per semester. A graduate student may enroll for a maximum of nine semester hours during the summer sessions. A maximum of six semester hours may be completed in one session. Graduate Assistants are required to enroll on a full-time basis and are not subject to this rule.

Research Requirement: Several programs require that all degree-seeking graduate students complete the appropriate research requirement (EDN 566; MPM 505; or PSY 505 *or* 510) within their first twelve semester hours of graduate study. Students should consult their assigned advisor or program coordinator for program-specific guidelines regarding this policy.

Orientation Requirement: All degree-seeking graduate students are required to attend an orientation session during their first semester of enrollment. The session is conducted by graduate faculty. Dates/times of the orientation session are announced at the beginning of the semester.

Due Process For Students: Any student whose entrance to, continuation in, or exit from the Graduate Program is denied by the Dean of the School of Graduate Studies acting upon policies established by the Graduate Council of The University of North Carolina at Pembroke has the right to appeal the denial. The Graduate Council has designated *The Graduate Appeals Committee* (GAC) as the "due process" body for all graduate students. The Dean of the School of Graduate Studies will notify the student of the denial and the policy upon which it is based. Within 10 working days of receipt of the denial the student wishing to appeal should submit a written request for appeal to the Dean of the School of Graduate Studies. The request should contain the reason(s) the student believes the denial should be reversed. If a request for appeal is not received within the 10 working days, it will not be considered. The Graduate Appeals Committee meets in February, June, and October; any appeal will be considered at the next meeting of the GAC. The student will be advised of the date, time, and location of the meeting, and provided the opportunity to appear before the GAC if s/he desires to do so. The decision of the Graduate Appeals Committee will be final.

GRADUATE EXPENSES

(Subject to change without notice.)

Graduate Application Fee: $40

GRADUATE EXPENSES: PER SEMESTER — REGULAR SESSION

Sem. Hrs.	In-State Tuition	Out-of-State Tuition	Fees	Ins.	In-State Total	Out-of-State Total
9+	$768.00	$5,538.00	$412.88	$158	$1,338.88	$6,108.88
6-8	$576.00	$4,153.50	$275.25	0	$851.25	$4,428.75
1-5	$384.00	$2,769.00	$137.63	0	$521.63	$2,906.63

Note: The above charges include mandatory fees. Graduate students may have miscellaneous fees in addition to these.

RESIDENCE STATUS FOR TUITION PURPOSES

It is a long-standing practice of the State to require students who are not residents of the State to pay a higher rate of tuition than that charged North Carolina residents. To qualify for in-state tuition, the applicant must generally have lived in North Carolina for a minimum period of twelve months immediately prior to his or her enrollment in an institution of higher learning. During this twelve-month period, the applicant's presence in the State must constitute legal residence in accordance with the University's guidelines as prescribed by the General Assembly. Copies of the applicable North Carolina law and institutional regulations which govern such classification determinations are available in the Office of Admissions for inspection upon request. The student requesting in-state residence is responsible for being familiar with the contents of these two documents. Out-of-state tuition waivers are available for *active duty U.S. military personnel and their dependents stationed in North Carolina and North Carolina full-time public school teachers.*

See the Student Finances for Undergraduate Programs section for more detailed information regarding residency status. Contact the office of Undergraduate Admissions for further information.

GRADUATE ASSISTANTSHIPS

The School of Graduate Studies offers a limited number of graduate assistantships to qualifying students. To qualify for an assistantship, a student must be admitted to full standing in one of the graduate programs. The student must be enrolled within the School of Graduate Studies on a full-time basis (i.e., a minimum of 9 semester hours per semester) and recommended by the Dean of the School of Graduate Studies. Graduate assistants receive a waiver of in-state tuition charges for nine semester hours of graduate credit per semester. Graduate students do not receive a waiver from any fees charged by the University. Such fees must be paid at the time of registration. All graduate assistant are required to be employed for twenty (20) hours per week in order to receive a stipend of $3000.00 per semester. Graduate assistantships are not available during the summer months.

MASTER OF BUSINESS ADMINISTRATION (M.B.A.)

Director: Sharon L. Bell

The Master of Business Administration (MBA) is a professional degree program which prepares its graduates to be better decision-makers in the business world. The program is open to all students regardless of their undergraduate major.

The objectives of the MBA program are:

* To provide individuals with an opportunity for advanced studies in business administration;
* To prepare individuals for responsible positions in management in both for-profit and not-for-profit organizations;
* To provide a comprehensive knowledge of the functional areas of business (i.e., accounting, economics, finance, management, marketing, and quantitative methods);
* To provide an understanding of the various changing and sometimes conflicting arenas (e.g., economic, environmental, ethical, legal, political, societal, and technological) in which businesses must not only operate, but to which successful managers must adjust and adapt;
* To provide an understanding of the global economy, especially as it affects the economic forces of North Carolina;
* To enhance the competency of students in oral and written communication;
* To improve the competency of students in analytical methods and procedures as well as computer skills;
* To develop individuals who can function effectively as members of an organizational team; and
* To improve the competency of students to integrate and synthesize various functional areas and to develop cross-functional approaches as necessary, to organizational issues.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS (see also Graduate Admissions)

A GMAT score of 400 is required for consideration of an application to the program.

All students entering the MBA program will have to complete, or show evidence of having completed, an undergraduate "Common Body of Knowledge" in Business and Economics. The courses listed below comprise the Common Body of Knowledge and are considered essential to a fundamental understanding of modern business and management practices.

Principles of Accounting, 6 hours	Principles of Economics, 6 hours
Principles of Finance, 3 hours	Principles of Management, 3 hours
Principles of Marketing, 3 hours	Quantitative Methods (Statistics), 6 hours

Requirements for the Master of Business Administration Sem. Hrs.

Professional Competence and Integrative Applications (all are required) 24

DSC 510	Quantitative Methods	MGT 530	Human Resources Management
ECN 515	Managerial Economics	MKT 540	Marketing Planning and Strategy
FIN 520	Managerial Finance	ACC 550	Managerial Accounting
MGT 525	Organizational Theory & Behavior	MGT 575	Strategic Planning

Professional Enhancement Courses (choose four*) 12

DSC 512	Research Methods	MGT 537	Management Information Systems
FIN 521	Investment Analysis	MKT 545	Services Marketing
MGT 527	Leadership and Change	ACC 552	Tax Implications of Business Decisions
MGT 535	Operations Management	ACCS/DSCS/ECNS/FINS/MGTS/MKTS 5xx	SpecialTopics

Total: 36

*In addition to the courses listed as Professional Enhancement courses, students may choose courses from another graduate program as substitutes to fulfill their required 4 elective courses (Requires permission from both MBA director and other program director).

COURSES

ACCOUNTING (ACC)

ACC 501. Foundations of Financial and Managerial Accounting

This course is an accelerated course designed for students with no accounting background or as a refresher course for students who desire to review accounting before enrolling in required MBA courses. A study of the basic concepts of accounting with an emphasis on the evaluation of transactions and the preparation and analysis of financial statements including their use in the management planning and control process. (This course will not count toward the 36 hours required for the MBA degree.)

ACC 550. Managerial Accounting

The course introduces the student to management's use of accounting data in the decision-making process. Topics covered include: Estimating Cost Behavior using both Linear Regression and Multiple Regression Analysis; Short-term Planning with Constraints on Resources; Information for Production and Control Analysis; Capital Budgeting and; Segment and Managerial Performance Evaluation. PREREQ: MBA 510 or permission of instructor.

ACC 552. Tax Implications of Business Decisions

The course introduces the student to Federal tax planning strategies for business. Includes an overview of the Federal tax system, sources of tax law, guidelines for organizing and financing a business, tax incentives for capital investments, and other tax planning topics.

ACC 599. Directed Studies

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

ACCS 5xx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students in the Masters of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

DECISION SCIENCE (DSC)

DSC 505. Foundations of Business Statistics

This course is an accelerated course designed for students with no statistics background or as a refresher course for students who desire to review statistical methods before enrolling in required MBA courses. Intensive examination of statistical and graphical methods of analyzing quantitative information. Specific topics include frequency distribution, probability, sampling, T-tests, correlation, various graphic forms, regression analysis, and analysis of variance. (This course will not count toward the 36 hours required for the MBA degree.)

DSC 510. Quantitative Methods

Intermediate level quantitative skills in multivariate statistics, optimization, and decision-making which will be used in subsequent MBA courses. Topics will include multiple regression, multivariate ANOVA, logistic regression, factor analysis, linear programming, and simple calculus. Computer software will be used.

DSC 512. Research Methods

This course details the methods employed in defining business problems, research design, primary and secondary data sources, methods of data collection, scaling methods, sampling techniques, and report preparation. Through case analyses, literature reviews and research projects, this applications-oriented course focuses on improving decision making.

DSC 555. Time Series Analysis

A review of statistical methods for analysis of business time-series data. Use of these methods for forecasting will also be discussed. The methods surveyed include smoothing methods, filters, ARIMA models, vector autoregressive models, and cointegration models. PREREQ: MBA 510 or permission of instructor.

DSC 599. Directed Studies

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

DSCS 5xx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students in the Masters of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

ECONOMICS (ECN)

ECN 503. Foundations of Microeconomics/Macroeconomics

This course is an accelerated course designed for students with no economics background or as a refresher course for students who desire to review economic principles before enrolling in required MBA courses. A study of the individual decisions in the market economy and an overall view of the operation of the economy. Specific topics include theories of consumer behavior, behavior of firms in various degrees of competition, and government regulation. Fiscal, monetary, and supply-side policies are discussed. (This course will not count toward the 36 hours required for the MBA degree.)

ECN 515. Managerial Economics

An overview of methods of economic analysis applied to the modern United States economy. Emphasis on microeconomics and managerial economics such as theory of consumer choice and demand, theory of cost, outputs, and industrial structure, analysis of efficient use of resources within an organization. Also, macroeconomic analyses including a review of monetary institutions, and theory of GNP, inflation, and the rate of unemployment.

ECN 599. Directed Studies

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

ECNS 5xx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students in the Masters of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

FINANCE (FIN)

FIN 520. Managerial Finance

Course covers time-value of money, capital budgeting and structure, and other finance related decisions for corporations. In addition, the course is intended to give the student an appreciation for the role of finance within the firm, and the impact of financial decisions on society at large. Includes basic microeconomic principles and accounting principles and practical applications within the business world.

FIN 521. Investment Analysis

This course is an extension of Managerial Finance (MBA 520), covering trade-offs between risk and return, and the benefits of diversification within a portfolio. The principles of duration, immunization, and other forms of risk management within the portfolio are also discussed. Modern investment theory is addressed, including the study of efficient capital market, capital asset pricing model (CAPM), and arbitrage pricing theory (APT). PREREQ: MBA 520 or instructor's permission.

FIN 599. Directed Studies

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

FINS 5xx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students in the Masters of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

MANAGEMENT (MGT)

MGT 525. Organizational Theory and Behavior

Course will examine explanations of individual behavior, the nature of human behavior in groups, and organizational structures and processes, especially as they affect human behavior. Principles of organizational change and development will also be addressed. The course will rely heavily on analysis and solution of case problems in addition to text and directed readings.

MGT 526. Business Initiation and Entrepreneurship

The course introduces the student to consideration of opportunities and obstacles in starting a new business. Students will develop a business plan for a new business. PREREQ: MBA 520, MBA 540, AND MBA 550 or permission of instructor.

MGT 527. Leadership and Change

This course will examine contemporary organizations and their leadership within the context of change management in a dynamic environment. In particular, the course will focus upon the concept of leadership as an interactive process and the means by which change is initiated and sustained. Throughout the course the relationship between strategy, structure, and culture will be highlighted.

MGT 530. Human Resources Management

Course will examine how an organization secures, develops, maintains, and rewards employees to meet organization objectives. Topics include recruitment, selection, training, performance appraisal, compensation, benefits, and labor-management relations. Examines effective integration of human resource functions.

MGT 535. Operations Management

Managing the operation function is extremely important due to strong competition nationally and internationally. Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed.

MGT 537. Management Information Systems

Conceptual and practical foundations of information processing systems support for management and decision-making functions, computer system project management, economic and legal considerations of management information systems, system implementation and evaluation.

MGT 575. Strategic Planning (Capstone Course)

Course integrates knowledge from functional areas through both analysis of complex business problems and managing a computer simulated company. Case approach requires student involvement in decision making. PREREQ: MBA 520, MBA 540, and MBA 550 or permission of instructor.

MGT 599. Directed Studies

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

MGTS 5xx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students in the Masters of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

MARKETING (MKT)

MKT 540. Marketing Planning and Strategy

This course details the role of marketing in the firm and its impact on the strategic planning process. An emphasis is placed on identifying and solving marketing problems, marketing strategy, and current issues facing marketing managers.

MKT 545. Services Marketing

The primary goal of this course is to acquaint students with the unique aspects of marketing service firms and nonprofit organizations. The course will cover such topics as service quality, service operations, pricing, distribution, managing supply and demand, customer retention, and developing an integrated marketing communications program.

MKT 599. Directed Studies

Independent study in an area of business administration of particular interest to a student under the direction of one or more faculty members. Students must submit detailed proposals for a directed study, detailing the proposed plan of study, research involved, dates for deliverables, final product to be produced and faculty who will be supervising. Proposals will be reviewed by a faculty committee to determine acceptance of the proposal.

MKTS 5xx. Special Topics

The study of a particular topic of special importance, relevance, and currency to students in the Masters of Business Administration program. The content of the special topics course varies with each offering and may be taken twice.

MASTER OF PUBLIC ADMINISTRATION (M.P.A.)

On-campus MPA and On-line MPA Programs

Director: Dr. Nicholas Giannatasio*/***

Dr. William G. Albrecht*
Dr. Stephen Bukowy****
Dr. Michael Hawthorne*
Dr. Elizabeth Normandy****
Dr. Frank Trapp*
Dr. Daniel G. Barbee****
Dr. James Frederick*/***
Dr. Richard Kania**
Dr. Robert Schneider*
Dr. David Vanderhoof**
Dr. Roger Brown*
Dr. Fran Fuller**
Dr. Allen C. Meadors***
Dr. Carolyn Thompson*/***

*Core Faculty
**CJ Concentration
***Health Care Concentration
****Supporting Faculty

The Master of Public Administration Program (MPA Program) is a broad-based degree designed to prepare students for leadership roles in public organizations. The MPA Program emphasizes the critical areas of political institutions and processes, managerial and leadership concepts and skills, and analytical skills and techniques. It is anchored in both theory and application for those seeking to leverage their career progress and enhance their leadership potential.

The MPA Program is intended for practicing and aspiring administrators in public sector organizations, and is also an excellent degree for those in non-profit and voluntary sectors, and in private organizations that interact consistently with public agencies or which maintain government or public affairs offices. The degree also is useful for those whose career paths may move across sectors over a period of time. The degree—while based solidly in research and theory—emphasizes the practical application of modern technical, managerial, and leadership skills in a variety of settings.

For those currently in administrative and managerial positions, the MPA Program will help refine, update, and improve career potential and help add value to performance. For preservice individuals, the program is an excellent way to build the educational foundation for a career in management and leadership.

This graduate program is devoted to public management, and also committed to serving the needs of those whose careers are invested in the work of non-profit organizations and private sector organizations that have public interest linkages. Given its emphasis on management, the program is multi-disciplinary and involves a significant mix of disciplines, all of which contribute to the value of the program for individual students. This multi-disciplinary quality, along with its public management base, is a significant, and unique strength of the MPA Program and degree.

The MPA Program offers three choices beyond the initial required courses: The student may choose a series of six guided elective courses in consultation with the Program Director. Students may also choose either a concentration in Criminal Justice or in Health Administration. These options are designed to enable the student to select courses that will enable meeting individual career and professional goals and needs.

The MPA program faculty is a distinguished, experienced group representing various disciplines. The core discipline of the program is political science and public administration. Contributing disciplines include business administration, criminal justice, computer science, economics, and health administration. Other disciplines contribute to the MPA Program on an occasional basis. All members of the MPA Program faculty hold the earned doctoral degree and bring to their courses and other work in the program a sound record of experience in government, business, research, and consulting. Students in the MPA Program benefit greatly from work in graduate courses taught from a variety of disciplinary perspectives offered by the faculty, and from the emphasis by the faculty on a blend of theory and practical management and leadership skills.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS

All applicants for the M.P.A. degree in Public Administration are required to submit an essay detailing their professional experiences and their objectives in pursuing graduate studies. See also *Graduate Programs, Procedures, and Policies.*

THE MPA PROGRAM COMPONENTS

Requirements for a Master of Public Administration

The major components of the MPA Program are: (1) the Required Core Courses; (2) the Guided Elective Courses, or required concentration courses and electives; (3) the Capstone/Professional Paper; and, for preservice, non-professional students, (4) the MPA Field Experience (Internship).

Sem.hrs.

I. Required Core Courses: The 18-semester-hour core is required of all students. 18
Additional assigned prerequisite courses may be required for some students, based on an assessment of qualifications in some areas.

1. MPM 500 Leadership and Administration in Public Affairs
2. MPM 501 Organizational Behavior
3. MPM 505 Analytical Methods
4. MPM 506 Human Resource Administration
5. MPM 550 Public Institutions and Processes
6. MPM 552 Principles of Budgeting and Finance

II. Public Administration Concentrations (12 hours) 0-12
Each concentration consists of four required courses, two guided elective courses, and the MPA Capstone/Professional Paper in the area of the concentration. (See below for information on Guided Electives and the MPA Capstone/Professional Paper.)

Concentration in Criminal Justice (12 Semester Hours)

This concentration, designed primarily for practitioners in criminal justice career fields, focuses on courses designed to provide value in the careers of those working in criminal justice.

Required Courses:

MPM-CJ 581 Victimology and Criminal Justice
MPM-CJ 582 Criminal Justice Agencies and the Judiciary
MPM-CJ 583 Image Management and Media Relations for Criminal Justice and Public Service Agencies
MPM-CJ 584 Threat Management for Criminal Justice and Public Service Agencies

Concentration in Health Administration (12 Semester Hours)

This concentration is designed for both experienced health care practitioners and those who aspire to careers in health administration.

Required Courses:

MPM-HC 571 Health Administration and Organization
MPM-HC 572 Health Policy
MPM-HC 573 Legal and Ethical Issues in Health Care
MPM-HC 574 Health Economics

III. Guided Elective Courses (18 hours, or 6 hours with concentration) 6-18
Based on advisement, students not electing to complete a concentration must complete a series of six guided elective courses. These courses must be determined on the basis of advisement with the Program Director or designee. These courses may be taken from the MPM courses listed in the UNCP Catalog. Additionally, specified graduate courses in other graduate programs at the University of North Carolina at Pembroke may be taken with the prior approval of the MPA Program Director.

IV. Capstone/MPA Professional Paper (3 hours) 3

MPM 562 Professional Paper

Each student must successfully complete a professional paper guided by MPA professors. Students taking either the Criminal Justice Concentration or the Health Administration Concentration will design and complete their papers in the appropriate topic/concentration area.

Overview: The Professional Paper is the capstone of the MPA curriculum. As such, it is viewed as a significant and rigorous work commensurate with the completion of a graduate degree. In its strictest sense, the Professional Paper can be interpreted as a research thesis; and, in this case, the student can follow the guidelines of the School of Graduate Studies for thesis work. However, the Professional Paper has attributes that offer options for students beyond the strict interpretation of thesis research. For example:

- A literature review of a significant topic that generates a hypothesis. The student might then construct a research design to test the hypothesis, with conclusions that could evolve and be applied.
- A feasibility study for an actual workplace project or one that the student feels would benefit an agency or not-for-profit institution.
- A series of articles that could be presented in some web-based format in the discipline or in the workplace.
- A report on the impact of a public policy or an agency function or program.
- The creation of a unified budget for a town, county, or agency.
- An agency history relating the literature and theory in the discipline to agency management and operations.
- A grant proposal.

It is important to note that the above list is not exhaustive of all the options available for the Professional Paper. Nevertheless, it is a good starting point for discussions with your faculty advisor on your proposed paper. All Professional Paper proposals are to be presented in the traditional format for approval by the MPA faculty member who is advising you and the Director of the MPA Program. All students will make an oral presentation of the Professional Paper to faculty and graduate students and one disk and two paper copies of the Professional Paper to the MPA Director. The Capstone Professional Paper is complete when the faculty advisor has approved the paper and any revisions. Following the Director's approval, a grade is submitted.

V. MPA Field Experience (Internship) (3 hours) 3*

MPM 534 Leadership/Managerial Internship

*This requirement must be coordinated and arranged with the Program Director and is required of all preservice students (or for students who have not had requisite professional work experience).

Total: 39-42

PROGRAM SUMMARY:	Semester Hours
Required Core:	18
Concentration/Guided electives:	18
Field experience:	3 (Pre-Service only)
Professional Paper:	3
MINIMUM PROGRAM HOURS:	39 In-Service; 42 Pre-Service

COURSES (MPM)

MPM 500. Leadership and Administration in Public Affairs

This course deals with roles of public and non-profit managers and leaders in guiding organizations to meet the demands of changing domestic and global conditions. The course covers the evolution of modern leadership and administrative strategies and employs relevant research literature, case/scenario analysis, and diagnostic activities.

MPM 501. Organizational Behavior

The course will examine explanations of individual behavior (perceptions, attributions, motivations, attitudes); the nature of human behavior in groups (group dynamics, power, leadership); and organizational structures and processes that affect human behavior (organizational and job design, communication, performance appraisal). Principles of organizational change and development will also be addressed. The course will employ case analyses and directed readings in relevant research literature as well as text materials.

MPM 502. Legal, Policy, and Ethical Issues in Administration

This course analyzes current legal, policy and ethical issues which apply to administrators in both public and private organizations. Emphasis will be given to regulatory policy, statutory and case law in administration, the politics of regulation, along with administrative and legal processes pertaining to implementation and enforcement. An important emphasis will also be given to the ethical implications of the political, policy, and legal issues raised. Topics will include governmental practices, and administrative responsibility.

MPM 503. Economic Analysis for Managers

An overview of methods of economic analysis applied to the modern United States economy. Emphasis on microeconomics and managerial economics such as theory of consumer choice and demand, theory of cost, outputs, and industrial structure, analysis of efficient use of resources within an organization. Also macroeconomic analyses including a review of monetary institutions, and theory of GNP, inflation, and the rate of unemployment.

MPM 504. Financial Resource Administration

Financial processes and structures in organizations. Focuses on financial environment, financial concepts, financial analysis, financial dynamics of expansion and retrenchment, capital structure, capital budgeting, and dividend policy.

MPM 505. Analytical Methods

Examination of methodologies used to analyze management problems and improve managerial decision making. Includes research design, modeling, measurement and observational techniques, using library and computing resources, analysis of quantitative data, and the evaluation and application of administrative and management research.

MPM 506. Human Resource Administration

Study of how an organization secures, develops, maintains, and rewards employees to meet organization objectives. Topics include recruitment, selection, training performance appraisal, compensation, benefits, and labor-management relations. Examines effective integration of human resource functions.

MPM 507. Computer Technology in Administration

Study of computer technology in contemporary organizations. Primary emphasis is on developing a conceptual framework for selecting appropriate hardware and software configurations to perform different organizational functions. The limitations and complications associated with computer technology are also covered. Students will complete several individual projects involving direct experience with various categories of application software, including work processing, database management, statistical analysis, spreadsheet analysis, and decision making.

MPM 508. Quantitative Analysis I
Intensive examination of statistical and graphical methods of analyzing quantitative information. Covers frequency distribution, probability, sampling, T-tests, correlation, various graphic forms, methods of avoiding distortions in graphics, and an overview of regression analysis, factor analysis, and analysis of variance. Extensive experience working with administrative data, emphasizing the use of computer technology and software.

MPM 510. Organizational Leadership Seminar
The concepts, principles, theories, and practices of organizational leadership will be examined. A combined emphasis is placed on the effectiveness of an organization and on the professional development of organizational leaders. The lectures and class discussions will be enhanced by various readings including biographies, live case studies, and research reports.

MPM 511. Strategic Planning
This course is a study of strategic management as a function of leadership. The three primary components of strategic management, which are strategic planning, strategy formulation, and strategy implementation, are analyzed. A case-study approach is used to examine applications in for-profit, non-profit, and public organizations.

MPM 512. Decision-Making for Leaders
This course considers the theory and practice of decision-making in administrative and managerial settings. The emphasis is on the development of diagnostic, analytic, and choice skills that can be employed to improve decision-making at the individual, group, organizational and interorganizational levels. Leading models and approaches to decision-making behavior and its application and consequences in administration are covered. Scenario and case analyses from research literature will be used with lectures and class activities.

MPM 530. Organizational Communication
Theory and practice of oral and written communication within organizations, from employee-employer interpersonal communication, interview communication, serial (information dissemination) communication, small group communication, and formal and informal presentations within the organization. All students are expected to fully participate in all written and oral activities and presentations.

MPM 531. Governmental and Not-for-Profit Accounting for Managers
The development and use of accounting information by managers. Includes financial and managerial concepts relevant to public and private sectors.

MPM 532. Quantitative Analysis II
Study of modeling and other analytical methods to address problems and needs of administrative organizations. Describes the uses and limitations of quantitative models as well as criteria for planning and decision-making, simulation, systems analysis, forecasting, analytical programming, and scheduling.

MPM 533. Leadership and Change
This course addresses the phenomenon of change, how it affects organizations, and the role of leaders in shaping the future of the organization by guiding change. The course covers types of change, the tools available to leaders for guiding both planned and unplanned change, and the effects, and consequences of change.

MPM 534. Leadership/Managerial Internship
This course will involve the student in a seminar and planned field experience of professional development in an appropriate organizational setting. It will be supervised by a designated member of the faculty and an official representing the cooperating host organization. The scheduled seminar sessions will address a variety of issues designed to enable the student intern to gain knowledge and useful experience from the internship. The intern will apply the knowledge and skilled gained from course work to analyze administrative settings, issues, and problems, and generally to function effectively in an organizational setting. Appropriate readings and a structured written analytical report are required in addition to scheduled seminar sessions. PREREQ: Consent of Program Director.

MPM 535. Small Business Management
Consideration of opportunities and obstacles involved in starting and operating a small business. Emphasis is placed on integrating major concepts from finance accounting, marketing, and operations as they apply to owning and operating a small business. PREREQ: MPM 500, MPM 504.

MPM 536. Administrative Law
Administrative Law and its concomitant appeals process, judicial review or agencies and other facets of The Administrative Procedure Act of 1946, and our legislative review and constraint of agencies are the primary focus of this course. Additionally, the rules and regulations process of federal and state agencies and its effect of the public, private, and non-profit sectors are the secondary focus of this course.

MPM 537. Policy and Program Analysis
Intensive study of techniques for use in program and policy evaluation and analysis. Topics include determination of program/policy objectives, examination of research designs and implications for assessments and evaluations, measurement issues, data collection techniques, and analysis of program information. Application of analysis efforts to benefit/cost analysis, modeling and forecasting, and other techniques will also be discussed. PREREQ: MPM 505, MPM 550.

MPM 538. Conflict Analysis and Resolution
This course addresses the theory, concepts, research, and practice in conflict analysis and resolution. It deals with the kinds of conflict issues that are associated with the management and leadership roles and functions in public, non-profit, and business organizations, and hence focuses more on conflicts among organizations and, social groups, than within the organization. Some emphasis is on social and community settings and the conflicts in these settings involving organizations. Collaborative problem solving, scenario-based planning, negotiation, and mediation are explored and practiced using cases, role-playing, scenarios, simulations, and critical events. Lectures are used to introduce and explain key concepts and approaches as well as research findings.

MPM 540. Operations Management
Managing the operation function is extremely important due to strong competition nationally and internationally. Operations management is responsible for systems that create goods and/or provide services. The course examines the techniques required to operate the system and points out potential problems. Global systems, with emphasis on Japan, are discussed.

MPM 550. Public Institutions and Processes
Seminar in American policy and institutional processes, including development of demands, agendas, and policy selection and implementation. Interactions between public institutions and policies and behaviors by private and non-profit institutions will also be examined. Student assignments will require analysis of policy problems and institutional responses.

MPM 551. Advanced Public Administration
Focus on managerial, political, and legal theories and processes of public administration; examination of how these are used to fulfill legislative, executive, and judicial mandates for the provision of regulatory and service functions for American society in part and as a whole.

MPM 552. Principles of Budgeting and Finance
Focus on the fiscal aspects of public sector administration including: analysis of the sources of revenue for public programs; review of budgeting processes and important budget functions (e.g., cost-benefit analysis, capital budgeting and debt administration); examination of the strategies and tactics used by various governmental actors in their efforts to maximize agency policy objectives.

MPM 559. Seminar in Public Management
This course is designed to provide focused work on a selected public management policy or program. Students, as directed by the professor, will study and report on the analytic, substantive, policy, and managerial dimensions of a policy issue or problem in public management. This seminar is intended to facilitate the application of concepts from the other courses in the Public Management option area. PREREQ: MPM Core Courses and MPM 550 and 551.

MPM 560. Independent Study
Independent study in an area of administration and management relevant to the student's needs and interests. Supervised by an MPM Program faculty member. Regular advisory and tutorial activities. Consent of the Program Director is required.

MPM 562. Professional Paper
The Professional Paper is a directed, supervised activity in which the student develops and analyzes a suitable topic, issue, or problem in leadership or management. The research subject must be one which can be addressed through the application of the knowledge and the research skill gained from course work (see Overview).

MPM 563. Special Topics
The study of a particular topic of special importance, relevance, and currency to students of administration and management. The Special Topics course frequently is taught in seminar style, emphasizes content linkages with other courses in the MPM Program, and requires significant student activity. The content of the special topics course varies with each offering. Consent of Program Director required.

MPM 564. Special Topics
The study of a particular topic of special importance, relevance, and currency to students of administration and management. The Special Topics course frequently is taught in seminar style, emphasizes content linkages with other courses in the MPM Program, and requires significant activity. The content of the special topics course varies with each offering. Consent of Program Director required.

MPM-HC 571. Health Administration and Organization
A focus on how health care is delivered and the challenges facing health care administrators from the internal and external environment.

MPM-HC 572. Health Policy
The focus is on trends in health care delivery with emphasis on health care cost containment, access to health care, and recent efforts to invoke broad based systemic reforms to the U.S. Health Care System.

MPM-HC 573. Legal and Ethical Issues in Health Care
The focus is on the health delivery entity as a corporation, its relationship with physicians and other health deliverers and patients, and professional liability.

MPM-HC 574. Health Economics
The application of health care to economic theory, private and government insurance, cost containment theories and analysis.

MPM-CJ 581. Victimology and Criminal Justice
Victimology is the study of personal and public issues associated with victims of crimes. This course will address the extent, nature and theories of victimization. Effects of crime on victims, services available to neutralize effects, experiences of victims in the criminal justice system, the victims rights movement, and alternative ways of defining and responding to victimization also will be examined.

MPM-CJ 582. Criminal Justice Agencies and the Judiciary
Taught in a seminar format and focusing on agencies with which the students are most familiar, the course will examine the manner in which public agencies do business with or within the courts. It will explore their working relationships with the judicial system, answering questions arising when the agency itself may be investigated and taken to court; dealing consent decrees, judicial take-overs and supervision of operations of agencies, agency and personal liability, public records and confidentiality, prepaying for and testifying at depositions and in court, and other current issues likely to be encountered in a criminal justice agency.

MPM-CJ 583. Image Management and Media Relations for Criminal Justice and Public Service Agencies
The mass media can be both an asset and a threat to the standing of criminal justice and other public service agencies. In this course the organization of the American mass information media, their history

of involvement in criminal justice and public policy issues and themes, their influence on crime and social issues, and their legitimate interests in criminal justice and public policy activities and policies will be revealed. The techniques criminal justice and public service agencies can employ to keep or enhance a better public image via the mass media will be examined, as will the ways in which media outlets and criminal justice and public service agencies can cooperate in the public interest.

MPM-CJ 584. Threat Management for Criminal Justice and Public Service Agencies
Practical reactive and proactive strategies for wide-ranging crisis situations are assessed, including criminal attacks on criminal justice and public service organizations and their members, criminal malfeasance within the organization, and community disruptions including natural disasters. Organizational interfaces with specialists are studied, including FEMA, local police and emergency response agencies, private security companies, non-governmental agencies, and the mass information media. On-going staff training components and policy statements are considered.

MASTER OF SCHOOL ADMINISTRATION

Coordinator: Otis McNeil

Program Description

The thirty-eight (38) semester hour Master of School Administration is designed to prepare administrative leaders for the system of elementary, middle, and high schools. The Master of School Administration leads to licensure in both administration and supervision (curriculum and instructional specialist, Level I.)

The conceptual framework of this new program is built around five domains, which provide the program structure and purpose. The five domains are as follows:

1. Strategic leadership–training leaders to think strategically, reflecting and communicating about current educational issues and identifying and using strategic problem solving and decision making skills.
2. Instructional leadership–preparing administrator to take a leadership role defining, refining, and implementing the schooling process; developing learning centered school improvement and leadership skills.
3. Organizational leadership–equipping administrator with skills, abilities, and values to work productively within the organization; addressing ethical and societal aspects of leadership.
4. Political leadership–preparing administrator to interact collaboratively with the various publics; investigating politics and legal aspects of education.
5. Managerial leadership–preparing administrator to respond effectively, efficiently, and in a timely manner to the multiplicity of factors involved in the operation of schools; developing an understanding of, and practicing the application of, school based management skills.

Problem-based learning, practice experiences, and ongoing assessment are key features of this program of study.

Requirements for a Master of School Administration	Sem. Hrs.
Required Courses	32
EDNL 502 Legal Structures in Education	
EDNL 560 Managing Organizational Change	
EDNL 570 Educational Decision Making	
EDNL 571 Analyzing Educational Issues	
EDNL 572 Ethical and Societal Aspects of Educational Leadership	
EDNL 573 School Based Management	
EDNL 580 Learning Centered Leadership I	
EDNL 585 Learning Centered Leadership II	
EDNL 590 Administration and Supervision Internship I	
EDNL 595 Administration and Supervision Internship II	
Guided Electives	6
Each student must complete two (2) three-semester-hour Guided Electives that will be beneficial in expanding her or his understanding of the Pre-K–12 educational program.	
Program Total:	**38**

COURSES

EDNL 502 Legal Structures in Education

Constitutional, statutory, and case law bases of educational administration; a study of legal provisions and principles relating to education at all levels. Includes research and analysis of laws dealing with pertinent educational topics. Credit: 3 semester hours

EDNL 560 Managing Organizational Change

Managing Organizational Change is designed to develop an understanding of the processes that are necessary for bringing about change and improvement in complex educational organizations. Studying, applying, and evaluating a variety of planning and organizational processes to bring about predetermined educational expectations are the major components of this course. Credit: 3 semester hours

EDNL 570 Educational Decision Making

This course is designed to provide students with the knowledge and skills to evaluate educational programs in both formative and summative manners and to address educational problems in light of the best available research. A variety of decision-making models are studied with emphasis on the type of situation to which the respective models are most applicable. Credit: 3 semester hours each

EDNL 571 Analyzing Educational Issues

This course provides students with opportunities to critically analyze current educational issues from a variety of perspectives and disciplines including education, history, philosophy, anthropology, sociology, law, and political science. Credit: 3 semester hours each

EDNL 572 Ethical and Societal Aspects of Educational Leadership

This course examines educational leadership through an analysis of the relationship of personal values and the core values of society to education. There is emphasis on understanding of and sensitivity to the societal dimension of educational decision making. Credit: 3 semester hours

EDNL 573 School Based Management

This course focuses on school quality and the elements essential to administer and operate schools in a manner that supports quality education. Specific aspects of quality considered include 1) the school as a system and a renewing learning organization, 2) team leadership and school-based decision making, 3) school culture and climate, 4) human and material resources, 5) school reform, and 6) relationships of the state, local district, school, and community. Credit: 3 semester hours

EDNL 580 and 585 Learning Centered Leadership I and II

These two courses are designed to develop an understanding of the essential elements of quality instruction and effective learning through school-based visionary leadership. Particular attention is centered on knowledge and application of effective leadership models and styles that are necessary to implement quality instruction and effective curricula. Credit: 3 semester hours each

EDNL 590 and 595 Administration and Supervision Internship I and II

These courses are a two-semester internship in a school or central office setting in order to give the students the opportunity to apply, practice and refine the knowledge and skills acquired from course work. During this experience the student will play an active role in identifying and solving a school-related problem; the student will also engage in the routine duties of administering the school. The student will be required to submit a scholarly report of the action research undertaken as part of the internship. The student's internship participation will be supervised jointly by school-based administrators and university personnel. Credit: 4 semester hours each

SCHOOL COUNSELING (M.A.) AND SERVICE AGENCY COUNSELING (M.A.)

Director of Counseling Programs: Debra Preston

UNCP offers programs of study leading to the Master of Arts degree in School Counseling and Master of Arts degree in Service Agency Counseling. The primary objective of both programs is to develop professional level competence in the application of educational and psychological principles, counseling theory, and counseling techniques in order to facilitate personal development, personal adjustment, and interpersonal relations in school and agency settings. Students enrolled in these programs have the opportunity to become more sensitive to society and its dynamic qualities, as well as competent in designing and executing counseling and consulting activities. The programs are housed in UNCP's Psychology and Counseling Department. For information about admission and policies, see Graduate Programs, Procedures, and Policies.

The Master of Arts in School Counseling and the Master of Arts in Service Agency Counseling programs are organized into four curriculum components:

1. A professional counseling core component focusing on counseling theory and techniques, methods of analyzing the individual, and research.
2. A core of specialty area courses.
3. Laboratory/internship experiences enabling the student to apply theories, techniques, and skills under supervision in field settings.
4. Guided electives chosen to permit the student to fulfill personal objectives and interests.

School Counseling Program Goals

The goals for the school counseling program are consistent with the outcomes expected of beginning counselors as described by professional organizations, accreditation agencies, and professional literature. The program addresses the academic and career needs of a diverse group of counselors-in-training by offering a mixture of theoretical and applied training. Input for program policies is solicited from the Counseling Programs Steering Committee and the School Counseling Program Advisory Committee which consists of a mixture of faculty members, current students, program completers, and practicing school counselors. The program is designed to provide students with:

- advanced study in the theory of counseling individuals and groups;
- study of applied skills in counseling, consulting, testing, research, ethical practice, and service delivery techniques including technology;
- advanced study in the theory and skills needed for work in public school settings;
- the opportunity for the integration and reflection of theories and techniques into a defendable personal theoretical orientation to counseling in the public schools;
- improved counseling skills for individuals already employed in counseling positions;
- resources to enhance the potential for mental health within the region and state.

Service Agency Program Goals

The goals for the service agency counseling program are consistent with the outcomes expected of beginning counselors as described by professional organizations, accreditation agencies, and professional literature. The program addresses the academic and career needs of a diverse group of counselors-in-training by offering a mixture of theoretical and applied training. Input for program policies is solicited from the Counseling Programs Steering Committee. The program is designed to provide students with:

- advanced study in the theory of counseling individuals and groups;
- study of applied skills in counseling, testing, research, ethical practice, and service delivery techniques;
- advanced study in the theory and skills needed for work in service agency settings;
- the opportunity for the integration and reflection of theories and techniques into a defendable personal theoretical orientation to counseling in service agencies;
- improved counseling skills for individuals already employed in counseling positions;
- resources to enhance the potential for mental health within the region and state.

Laboratory/Internship Experiences

A counseling skills laboratory and a supervised internship are required of all students. Students must pass the Counseling Comprehensive Examination prior to enrolling in the counseling skills laboratory. The counseling skills laboratory experience is designed to refine basic counseling techniques, develop more advanced skills, and evaluate readiness for internship through the use of role playing, micro-counseling, and video-taping. A supervised internship in an appropriate field-based setting is also required. An additional supervised practicum may be required for students who want to be licensed as school counselors in North Carolina and do not possess "A" level teacher licensure. *Note: This practicum may not be used to fulfill degree requirements.*

Portfolio

All students will be required to establish, maintain, and present a portfolio that demonstrates competencies in school counseling or service agency counseling. Students will receive guidelines for completing this requirement. Students will present and orally defend their portfolios to a panel during the internship class. The panel consists of a faculty member, student, and licensed practicing counselor.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS (see also Graduate Admissions)

a) All applicants for the M.A. degree in both counseling programs are required to submit an essay detailing their professional experiences and their objectives in pursuing graduate studies.

b) The applicant must also demonstrate graduate level writing skills in his/her essay (see item a, above) indicating program-career goal compatibility and evidence of the personal attributes expected of a professional counselor.

d) A personal interview with an appropriate member of the faculty may be requested.

MASTER OF ARTS IN SCHOOL COUNSELING (M.A.)

Program of Study

The Master of Arts in School Counseling program consists of a 27-semester-hour core curriculum, 9 semester hours of specialized courses in school counseling, 6 semester hours of laboratory/internship experiences, and 6 semester hours of guided electives.

		Sem. Hrs.
Core Curriculum		27
PCN 500	Professional and Ethical Issues	
PSY 505	Behavioral Research Methods	
PSY 510	Quantitative Methods in Counseling	
PCN 515	Theories and Techniques of Counseling	
PCN 541	Career Development through the Lifespan	
PSY 545	Human Development and Personality	
PSY 550	Psychological and Educational Testing	
PCN 560	Group Counseling	
PCN 565	Counseling Special Populations	
Specialization Area		9
PCN 544	Career Information in Educational Settings	
PCN 570	Consultation and Case Management	
PCN 575	The Professional School Counselor: Practices and Administration	
Laboratory/Internship Experiences		6
PCN 610	Counseling Skills Laboratory	
PCN 611	School Counseling Internship	
Guided Electives* (Minimum 6 semester hours)		6
Minimum total semester hours required for graduation		Total: 48

*Guided Elective Courses

Elective courses are selected from the areas of Education, Psychology, Computer Science, or Public Administration with the guidance and approval of the program coordinator. Approved electives for the School Counseling program include the following:

EDN 512	Advanced Study of Exceptionality in Children
EDN 513	Individualized Program Development for Exceptional Students
EDNL 502	Legal Structures in Education
EDN 553	The Child as a Learner
PSY 531	Child and Adolescent Behavior Disorders
PSY 536	Psychopathology
PSY 580	Cognitive-Behavioral Counseling Approaches
PSY 585	Family Therapy Concepts and Methods
PSY 590	Substance Abuse Research and Treatment
PSY 595	Special Topics in Counseling
PCN 526	Counseling in the Elementary School
PCN 555	Psychoeducational Methods
PCN 600	Thesis
PCN 601	Counseling Research Project
PCN 602	Professional Paper
MPM 501	Organizational Behavior
MPM 530	Organizational Communication
CSC 505	Current Topics in Computers in Education

MASTER OF ARTS IN SERVICE AGENCY COUNSELING (M.A.)

Program of Study

The Master of Arts in Service Agency Counseling program consists of a 27-semester-hour core curriculum, 9 semester hours of specialized courses in service agency counseling, 6 semester hours of laboratory/internship experiences, and 6 semester hours of guided electives.

		Sem. Hrs.
Core Curriculum		27
PCN 500	Professional and Ethical Issues	
PSY 505	Behavioral Research Methods	
PSY 510	Quantitative Methods in Counseling	
PCN 515	Theories and Techniques of Counseling	
PCN 541	Career Development through the Lifespan	
PSY 545	Human Development and Personality	
PSY 550	Psychological and Educational Testing	
PCN 560	Group Counseling	
PCN 565	Counseling Special Populations	
Specialization Area		9
PSY 536	Psychopathology	
PSY 585	Family Therapy Concepts and Methods	
PSY 590	Substance Abuse Research and Treatment	
Laboratory/Internship Experiences		6
PCN 610	Counseling Skills Laboratory	
PCN 612	Agency Counseling Internship	
Guided Electives** (minimum 6 semester hours)		6
Minimum total semester hours required for graduation		**Total: 48**

**Guided Elective Courses

Elective courses are selected from the areas of Education, Psychology, and Public Administration with the guidance and approval of the student's program coordinator. Approved electives for the Service Agency Counseling program include the following:

PSY 531	Child and Adolescent Behavior Disorders
PSY 580	Cognitive-Behavioral Counseling Approaches
PSY 595	Special Topics in Counseling
PCN 555	Psychoeducational Methods
PCN 570	Consultation and Case Management
PCN 600	Thesis
PCN 601	Counseling Research Project
PCN 602	Professional Paper
EDN 512	Advanced Study of Exceptionality in Children
MPM 501	Organizational Behavior
MPM 512	Decision-making for Leaders
MPM 530	Organizational Communication
MPM 533	Leadership and Change
MPM 538	Conflict Analysis and Resolution

COURSES

NOTE: When prerequisite courses are indicated below, these courses must be completed at UNC Pembroke prior to enrollment in the listed course.

I. PROFESSIONAL COUNSELING (PCN)

PCN 500. Professional and Ethical Issues

Introduction to the profession of counseling including a study of the principles, professional organizations, ethics, and delivery of counseling, consulting and referral services. Students will learn the functions, organization, and administrative procedures of counseling, consulting and client services in schools, colleges, and agencies. They will demonstrate the ability to identify the basic services, to formulate a Professional Disclosure Statement, to identify the role and function of the counselor, and to analyze case studies. Credit, 3 semester hours. PREREQ: Admission to the School Counseling or Service Agency Counseling program or program coordinators' permission.

PCN 515. Theories and Techniques of Counseling

Examination of the concepts and techniques of individual counseling and the means for establishing facilitative relationships including competence in counseling skills and interventions. Students will study and practice the major approaches to counseling and psychotherapy and will be able to demonstrate the techniques of major theories. Students will demonstrate their ability to relate counseling theories to an integrated style of counseling. Students will participate in self-development exercises and experiences relevant to various counseling approaches. Credit, 3 semester hours. PREREQ: PCN 500.

PCN 526. Counseling in the Elementary School

A study of counseling skills and techniques, particularly as related to situations encountered by elementary school counselors. This course is both didactic and experiential. Opportunities for classroom discussion, professional feedback about skills, and video taping. Credit, 3 semester hours. PREREQ: PCN 515 or instructor permission.

PCN 541. Career Development through the Lifespan

A counseling-oriented course designed to enable the student to understand the psychosocial dynamics of career development choices through the lifespan. Students will learn the major theories of career decision-making processes and the relationship between career development and lifestyle choices. Students will demonstrate career counseling techniques with individuals and groups. Students will be provided an opportunity to participate in role plays, activities, and extensive research projects. Credit, 3 semester hours. PREREQ: PCN 515

PCN 544. Career Information in Educational Settings
A study of knowledge and skills used in applying educational, career, and labor market information resources with an emphasis on career guidance and counseling techniques, methods, and technology in educational settings. Students will research national, state, and local employment projections and apply findings by creating a development and comprehensive career counseling center. Credit, 3 semester hours. PREREQ: PCN 541 or permission of instructor.

PCN 555. Psychoeducational Methods
A study of the basic theories of personality, learning, motivation, emotions, and coping related to problems of human adjustment within families, schools and other social systems. Students will learn models and will role-play coping skills intervention techniques of systems consultation and intervention, crisis counseling and consulting, and conflict mediation. Students will also participate in role playing, self-development, and values clarification exercises. Credit, 3 semester hours.

PCN 560. Group Counseling
Students will examine and practice applying the theories and procedures of group counseling and consultation with application to diverse school or agency settings. This course probes the dynamics of interpersonal relationships, the issues of group leadership, the stages of group process, the posing and solving of problems which are specific to group procedure, and professional, ethical, and legal issues related to group counseling. Credit, 3 semester hours. PREREQ: PCN 515

PCN 565. Counseling Special Populations
This course requires an in-depth study of the issues and techniques involved in counseling and consulting with diverse populations. Emphasis will be placed on developing self-understanding and demonstrating counseling skills in relation to ethnic, class, gender, and distinctive population issues. Students will be required to demonstrate understanding of a specific counseling or consulting case in which ethnic, class, gender, or distinctive population issues are paramount. Credit, 3 semester hours.

PCN 570. Consultation and Case Management
A study of the concepts, models, and methods of case management and consultation with parents and school personnel. Students will use knowledge gained in the course and additional readings to complete an applied project. Credit, 3 semester hours. PREREQ: PCN 515 or permission of instructor.

PCN 575. The Professional School Counselor: Practices and Administration
A study of current needs, issues, and trends in school counseling as related to various developmental levels and community social/cultural systems including the foundations of the public school system. This course is both didactic and experiential. Opportunities will be provided for classroom discussion. Students may choose an elementary, middle or secondary school emphasis. Credit, 3 semester hours. PREREQ: PCN 515 or permission of instructor.

PCN 600. Thesis
The student will complete a research study and prepare a master's degree thesis under the individual direction of a major advisor and thesis committee. Graded on a pass/fail basis. Credit, 3 semester hours. PREREQ: A contracted written plan should be approved no later than two weeks prior to registration by a faculty thesis sponsor.

PCN 601. Counseling Research Project
The Counseling Research Project is a directed, supervised research activity which involves a problem-solving approach to counseling or consulting problems. The student will develop and analyze a suitable topic, issue, or problem in counseling or consulting. The research subject must be one which can be addressed through the application of the knowledge and research skills gained from course work. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: A contracted written plan should be approved no later than two weeks prior to registration by a faculty project sponsor.

PCN 602. Professional Paper
The student will complete a research study and prepare a paper suitable for journal publication or

presentation at a state or national conference. Close collaboration is required between the student and contracted faculty sponsor. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: A contracted written plan should be approved no later than two weeks prior to registration by a faculty project sponsor.

PCN 610. Counseling Skills Laboratory

A laboratory experience providing an opportunity to practice counseling skills through video-taped micro-counseling and role playing counseling sessions. Written case reports and interpretations of sessions will be required as well as a final self-evaluation of counseling skills and a plan for improvement. Feedback will be provided by self, peers, and the instructor. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: Completion of Core and Specialization requirements.

PCN 611. School Counseling Internship

In-depth study and supervised application of counseling and therapeutic intervention processes in a school setting. Students will demonstrate their ability to use theories and techniques in supervised counseling sessions. Students will present and defend portfolios documenting their counseling competencies. Graded on a Pass/Fail basis. Credit, 3 semester hours. PREREQ: Core, Specialization Requirements, and PCN 610.

PCN 612. Agency Counseling Internship

In-depth study and supervised application of counseling and therapeutic intervention processes in an approved agency setting. Students will demonstrate their ability to develop treatment plans, theories and techniques in supervised counseling sessions. Students will present and defend portfolios documenting their counseling competencies. Graded on a pass/fail basis. Credit, 3 semester hours. PREREQ: Core, Specialization requirements, and PCN 610.

PCN 613. Practicum (no degree credit)

Advanced students will complete 400 hours of supervised experience in an approved field setting. Students without a Class A teaching license may be required to take this course (in a school setting) in order to be licensed by the North Carolina State Department of Public Instruction. This course does not reduce the number of credit hours required for the master's degree. Graded on a Pass/Fail basis. Credit, 6 semester hours. PREREQ: Core, Specialization requirements, and PCN 611 or PCN 612.

PCNS 5xx. Special Topics in Counseling

This course will provide an opportunity for in-depth exploration of advanced areas and topics of interest. May be repeated for different topics. Credit, 3 semester hours.

II. PSYCHOLOGY (PSY)

PSY 505. Behavioral Research Methods

An examination of research design and methods common in the behavioral sciences. Use of library resources, evaluation of behavioral research, and an introduction to statistics are included. Credit, 3 semester hours.

PSY 510. Quantitative Methods in Counseling

A study of the descriptive, correlational, and inferential statistics frequently used by counselors and consultants. The selection and application of procedures appropriate to specific types of counseling research, program evaluation, and the standardization and use of psychological and educational tests will be emphasized. Credit, 3 semester hours.

PSY 531. Child and Adolescent Behavior Disorders

A behavioral approach to the study of theory, research, and treatment of behavior disorders of children and adolescents. Students will demonstrate their abilities to develop case studies and treatment plans, and to consult with teachers and other mental health professionals. Credit, 3 semester hours. PREREQ: PCN 515 or instructor permission.

PSY 536. Psychopathology
A study of the history, theories, etiology, and treatment of mental disorders. Various disorders are examined along with their typical symptoms. Uses of psychological tests, interviews, and observations to obtain data for making diagnoses are studied. Students must demonstrate proficiency in using the current edition of DSM to make diagnostic impressions. Credit, 3 semester hours. PREREQ: PCN 515.

PSY 545. Human Development and Personality
A study of developmental and personality theory and research coupled with intensive study through observation and research of the age level most appropriate to the credential sought. There will be basic text on developmental and personality theory to provide a common core. This will be supplemented by extensive related reading and other appropriate activities. Credit, 3 semester hours.

PSY 550. Psychological and Educational Testing
A study of basic psychometric and non-testing assessment methods. The course will include an examination of the legal/ethical problems involved in testing and other issues of concern when testing diverse populations. Practical application of measurement concepts will be provided through the administration, interpretation, and evaluation of tests and non-testing appraisal techniques commonly used in counseling. Students will demonstrate their ability to develop test interpretations and to consult with parents, teachers, and other mental health professionals. Credit, 3 semester hours. PREREQ: PSY 505 and PSY 510 or instructor permission.

PSY 580. Cognitive-Behavioral Counseling Approaches
An in-depth study of the concepts, research, and methods of established cognitive-behavioral approaches to the facilitation of client development and change. Role playing and videotaping will be used to provide opportunities for skill development and feedback. Credit, 3 semester hours. PREREQ: PCN 515.

PSY 585. Family Therapy Concepts and Methods
A study of established systems of contemporary family therapy. Each approach will be examined in terms of leading figures, theoretical formulations, normal family development, development of behavior disorders, goals of therapy, conditions for behavior change, techniques, and evaluations of theory and results. Role playing and videotaping will involve both system specific and core techniques. Credit, 3 semester hours. PREREQ: PCN 515.

PSY 590. Substance Abuse Research and Treatment
A study of research, concepts, and treatment methods of alcohol and other drug abuse and addiction. Addiction is analyzed as a psychological, social, and biological process. Credit, 3 semester hours. PREREQ: PCN 515.

PSYS 5xx. Special Topics in Psychology
This course will provide an opportunity for in-depth exploration of advanced areas and topics of interest. May be repeated for different topics. Credit, 3 semester hours.

MASTER OF ARTS IN EDUCATION (M.A.Ed.)

The University of North Carolina at Pembroke offers a program of graduate studies leading to the advanced Master of Arts in Education degree and a graduate-level "M" license in Elementary Education, Middle Grades Education, and Reading Education.

The M.A.Ed. program is designed to enable career teachers to achieve advanced professional goals in content pedagogy, specialty area knowledge, leadership, and family/community partnerships. The programs are fully accredited by the National Council for Accreditation of Teacher Education, the North Carolina State Department of Public Instruction, and the Southern Association of College and Schools. All of the M.A.Ed. programs at UNCP are revised to meet the Master's Advanced Competencies of the NC Department of Public Instruction and the UNC Board of Governors.

Graduate Program Coordinators

Elementary Education–Sharon Sharp
Middle Grades Education–Warren Baker
Reading Education–Betty Wells Brown

The M.A.Ed. Program Structure

The M.A.Ed. consists of two program components—a common professional studies core (9 hours) and specialty area requirements specific to the licensure area (27 hours) for a total of 36 semester hours.

The nine-hour professional studies core is designed to provide teachers with the foundations needed for study, research, and leadership development at the graduate level. The goals of the professional studies core, in keeping with the UNCP Teacher Education Graduate Mission Statement, are as follows: 1) to engage the teacher in collaboration, critical reflection, and critical thinking; and 2) to facilitate teacher leadership dispositions and opportunities.

By the end of the professional studies sequence, teachers will have a clear understanding of what they need to do to achieve a higher stage of professional development, the proficiencies required to make it happen, and a sense of self-directed purpose in approach to the substantive course work in the specialty area that lies ahead. At the end of EDN 565, the last course in the professional studies sequence, teachers meet with their respective program directors to review and/or select a possible product of learning focus for the M.A.Ed.

Each M.A.Ed. Licensure area uses a unique configuration of required courses, guided electives, practica, and thesis options to meet the master's advanced competencies. Full program descriptions are presented in the next section.

M.A.Ed. PROGRAMS OF STUDY AND COURSES

Programs: **Elementary Education** **306**
Middle Grades Education **308**
Reading Education **310**

Courses (EDN) **312**

Also available is an M.A. in Art Education, English Education, Mathematics Education, Physical Education, Science Education, or Social Studies Education (see following sections).

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
ELEMENTARY EDUCATION

Coordinator: Sharon Sharp

Program Description

The master's degree in elementary education is designed for experienced, practicing teachers who are seeking an "M" license and/or planning to apply for National Board Certification. The master's program extends the theoretical and pedagogical foundations acquired during undergraduate study and builds on the competence acquired by the career teacher through years of practice. Teachers must hold an "A" license or be eligible to hold an "A" license at the time of application. Two years full-time teaching experience is recommended but not required. Teachers employed in private schools or community colleges may apply for special admission status.

Program Mission

The mission of the master's program in elementary education is to prepare the experienced teacher for full participation in the profession as leader, researcher, and master practitioner. The master's program is designed to promote both teacher autonomy and interdependence through inquiry, reflection, and action. Teachers and teacher educators are encouraged to collaborate on ways to enhance the professional lives of teachers, the learning and well-being of their students, the teaching and learning environments of their schools, and partnerships with parents and families.

Program Goals

The Elementary Education Program is designed to help the career teacher

1. strengthen her commitment to the goals of education in a democratic society and use the underlying principles of those goals to guide decisions about practice;
2. develop ways of working with families and other members of the community to reform schools so that all children may learn meaningfully and equitably;
3. become an active member of various professional communities, develop leadership abilities, and seek opportunities to function as a leader within those communities;
4. develop the disposition to strengthen both subject-specific and pedagogical knowledge-bases through systematic research and inquiry on practice;
5. construct (or revise) a conceptual framework for teaching and learning which reflects the philosophical, moral, and pedagogical complexities of teacher decisions about the education of culturally and developmentally diverse learners; and,
6. develop the disposition to reflect critically on the connection between her conceptual framework for teaching and learning (theory) and the effectiveness of her practice on diverse learners.

Requirements for a Master of Arts in Education: Elementary Education	Sem. Hrs.
Orientation to the M.A.Ed. in Elementary Education	0
Required Professional Studies Core	9
EDN 550. Applied Educational Psychology	
EDN 565. Applied Philosophy of Education	
EDN 566. Applied Educational Research	
Specialty Area Requirements	
A. Theoretical Foundations of Practice	9
EDN 519. Literacy and Diversity (K-6)	
EDN 541. Curricular Contexts and Choices (K-6)	
EDN 553. Development, Culture, and Learning (K-6)	
B. Integrated Practice	9
EDN 517. Teaching and Learning Mathematics (K-6)	
EDN 520. Teaching and Learning Science (K-6)	
EDN 521. Teaching and Learning Social Studies (K-6)	
C. Electives (choose two)	6
500 level courses in the academic disciplines: American Indian studies, art, biology, English, computer science, economics, geography, geology, history, mathematics, music, philosophy, physical education, physical science, political science, psychology, sociology; or, by arrangement, EDN 590. Advanced Practicum in Teaching or EDN 599. Independent Study.	
D. Capstone Course	3
EDN 595. Professional Development and Leadership Seminar	
	Total: 36

MASTER OF ARTS IN EDUCATION (M.A.ED.)
MIDDLE GRADES EDUCATION (6-9)

Coordinator: Warren Baker

Area Coordinators:

Language Arts: Patricia Valenti
Mathematics: William Truman
Science: Sue Bowden
Social Studies: Kathleen Hilton

Program Description

The advanced Middle Grades Education degree program is designed for experienced teachers who possess or who are eligible to hold an "A" license in middle school education. Building on the background knowledge and experience of the classroom teacher, the program seeks to strengthen advanced academic competence through two teaching concentrations in the disciplines, and to relate advanced understandings of the learner, learning process, curriculum, and instructional strategies to the unique needs and characteristics of the emerging adolescent.

Students pursuing the M.A.Ed. are encouraged to complete the program's professional studies core within their initial 12 hours of graduate study. The specialty area course, EDN 526. *Foundations and Best Practices in the Curriculum of the Middle Grades,* is a capstone experience taken toward the completion of the student's program of study. All M.A.Ed. candidates are required to construct and present products of learning such as action research projects and professional portfolios which are aligned with the advanced Master's degree competencies.

Program Goals

The Program will prepare the teacher to

1. Understand the philosophy and mission of middle grades education.
2. Understand human growth and developmental implications for middle grades education.
3. Develop strategies for curriculum development and teaching methodology.
4. Develop personal competencies for leading and teaching at the middle-level.

Requirements for a Master of Arts in Education: Middle Grades Education Sem. Hrs.

Required Professional Studies Core 9

EDN 550. Applied Educational Psychology
EDN 565. Applied Philosophy of Education
EDN 566. Applied Educational Research

Specialty Area Requirements: Required and Guided Electives in Two Subject Areas 24

Students must complete two 12-semester-hour content area concentrations in Language Arts, Mathematics, Science, or Social Studies. Advanced study in any content area chosen for specialization requires foundation discipline knowledge sufficient for graduate-level work.

1. **Language Arts:** *(two required courses + two electives)*
   Required courses: EED* 551 and EED* 552
   Two courses from the following: EED* 500, ENG* 510, 520, 523, 524, 525, 526, 550, 575, 514, 515, 516, 517, 537, 538, 539, 540, 562, 563, 564, 565, 566, 567, 568, 569
2. **Science:** *(one required course + three electives)*
   Required course: SCE** 560
   Physical Sciences (select at least one): PHY** 520, 548, CHM** 548, 520, GLY** 501, 502
   Life Sciences (select at least one): BIO** 510, 512, 525, 535
   At least one additional course from those listed above.
3. **Social Studies:** *(one required course + three electives)*
   Required course: SSE*** 500
   Social Sciences: GGY***, GLY*** 501, PSPA*** 540, ECN***** 503, AIS 505
   History: HST*** 510, 540, 550, 553, 556, 566, 575
4. **Mathematics:** *(two required courses + two electives)*
   Required courses: MAT**** 500, 503
   Two courses selected from MAT**** 501, 502, 507, 506, 511, CSC**** 505

Required Middle Grades Capstone Course

EDN 526. Foundations and Best Practices in the Curriculum of the Middle Grades 3

Thesis 0-6

Independent Study 0-3

Total (minimum): 36

Note: For course descriptions, see M.A. in *English Education, **Science Education, ***Social Studies Education, ****Mathematics Education, *****MBA

MASTER OF ARTS IN EDUCATION (M.A.Ed.)
READING EDUCATION

Coordinator: Betty Wells Brown

Program Description

The Master of Arts in Education (M.A.Ed.) in Reading Education is designed for classroom and reading teachers to prepare them as leaders in the field of literacy instruction and as reading specialists. Since the program builds on the knowledge base and experience of the practitioner, teachers who enter the M.A.Ed. must be licensed to teach in North Carolina. Graduate study in reading education will enable teachers to develop expertise in the teaching of reading, the diagnosis and remediation of problems, and the development of successful reading programs. Teachers will also have opportunities to develop leadership competence in the design, delivery, and assessment of reading and services.

Special Program Admission Requirements:
Applicants who do not have a degree in a reading-related discipline such as elementary education, special education, or English/ language arts are subject to special program admission requirement(s), based on the program coordinator's evaluation of the applicant's transcript.

EDN 488 Foundations of Reading Instruction I
EDN 489 Foundations of Reading Instruction II

Program Goals

The program follows the standards and goals of the International Reading Association. The Program will prepare the teacher to

1. have responsibility of teaching literacy, including written and oral language skills: reading, writing, speaking, listening, viewing, and representing visually.
2. work cooperatively and collaborate with other professionals in planning programs to meet the needs of a diverse population of learners.
3. serve as a resource in the area of literacy education for teachers, administrators, school, and the community.
4. teach remedial, developmental reading and/or study skills at the elementary, middle, secondary or adult level.
5. direct organization, management, and assessment of school, district, or institutional literacy programs.
6. provide professional development services in cooperation with other professionals.
7. participate in scholarly activities, including creative works.

Requirements for a Master of Arts in Education: Reading Education	Sem. Hrs.
Professional Studies Core	9
EDN 550 Applied Educational Psychology	
EDN 565 Applied Educational Philosophy	
EDN 566 Applied Educational Research	
Understanding and Using Language	9
EDN 515 Theory and Research in Literacy Development	
EDN 522 Literacy and Literature	
EDN 532 Culture, Communication, and Learning	
Diagnosis, Assessment, and Intervention	9
EDN 534 Diagnosis and Correction of Reading Difficulties	
EDN 574 Reading Practicum	
EDN 575 Advanced Diagnosis of Reading Difficulties	
Leadership and Issues in Reading Education	6
EDN 528 Designing and Evaluating Reading Programs	
EDN 529 Capstone: Culture and Politics in Literacy Leadership	
Electives (Choose One)	3
EDN 512 Advanced Study of Exceptionality in Children	
EDN 530 Reading and Writing in the Content Areas	
EDN 531 Principles of Testing and Measurement in Reading	
EDN 535 Psychology of Reading	
ENG 544 Process Writing: Theory*	
ENG 545 Process Writing: Practicum*	
EDN 560 Sociological Foundations of Education	
ENG 581 Phonetics and Phonology*	
ENG 583 Second Language Acquisition*	
EDN 599 Special Topics (Literacy)	
	Total: 36

*Note: For course descriptions, see M.A. in English Education

COURSES

DEPARTMENT OF EDUCATION (EDN)

EDN 500. Educational Leadership (3 hours)

Required of candidates for the Master of Arts in Education degree who are preparing for licensure as principals or supervisors. Emphasis is given to educational purposes, school program development, group leadership functions, management of school facilities, community-school interaction, and intraschool and interschool coordination.

EDN 501. Principles of Supervision (3 hours)

Analysis of issues, problems, and practices in supervision of instruction. Development and synthesis of a conceptual structure for guiding group process and individual leadership behavior in curriculum research and development, inservice education, and evaluation of teaching and learning.

EEDN 503. School Finance (3 hours)

Problems relating to financing public education; theory of taxation, types of taxes; current practices of educational finance; federal, state, and local support of education formulas for distribution of school aids; budget; procuring revenue; financial capital outlays. Financing school plant construction; maintenance of the plant; insurance of property; taking inventory; and school supplies. Includes the construction of a school budget.

EDN 505. School Facilities (3 hours)

Study of the problems involved in financing the construction of school facilities, the procurement of architectural services, the cooperative development of educational specifications, and the construction of school facilities. Includes the management of school facilities for maximum and optimal use; planning for equipment acquisition, circulation and maintenance; and the analysis of the facilities problems of schools and school systems.

EDN 512. Advanced Study of Exceptionality in Children (3 hours)

An introduction to and an analysis of the principles, problems, characteristics, and psychological aspects of children who have mental retardation; learning disabilities; visual impairments; hearing handicaps; communication disorders; behavior disorders multiple, severe, and physical handicaps; as well as talents and gifts. Contemporary issues in special education as they relate to the inservice educator are explored.

EDN 513. Individualized Program Development for Exceptional Students (3 hours)

The focus of this course is the development and implementation of individualized educational programs for the total development of exceptional students. Topics include legal requirements, assessing individual performances, placement and related services, developing long-range and short-term objectives, monitoring and evaluating the IEP, and conferencing/communication skill-building.

EDN 514. Management of Exceptional Students in the General Classroom (3 hours)

This course is designed to provide the general classroom teacher and administrative supervisory personnel with a study of the instructional and behavioral techniques, materials, and resources used in the education of mainstreamed students. Emphasis is on disabled, educable mentally handicapped, and emotionally handicapped students.

EDN 515. Theory and Research in Literacy Development (3 hours)

This course is a study of the theory and research related to literacy and language development in childhood and adolescence, including second language acquisition. The social, psychological, and cultural influences on language and literacy learning in both the home and school are examined. Students use theoretical and research foundations to conduct classroom based-research to improve literacy learning.

EDN 516. Curriculum Development (K-12) (3 hours)

Principles, techniques, trends, and innovations which have emerged in the field of curriculum construction and revision. Implications of basic social, philosophical, and psychological factors in cur-

riculum planning and organization; historical background; techniques of curriculum planning and development. The student will acquire competency in the employment of techniques and practices to improve instruction, such as core curriculum, cultural epochs, correlation of subject matter, and unit construction.

EDN 517. Teaching and Learning Mathematics (K-6) (3 hours)
This course helps teachers improve student learning in mathematics through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of mathematical reasoning and problem-solving. Teachers will design theme-based units integrating two other content areas, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 553, EDN 519, EDN 541.*

EDN 519. Literacy and Diversity (K-6) (3 hours)
The purposes of this course are to help teachers construct a conceptual framework based on knowledge about the cognitive, social, biological, emotional, cultural bases of language and to learn how to use that framework to individualize curriculum, instruction, and assessment in reading, writing, speaking, listening, and viewing. Teachers will also connect long-term literacy goals to learning in other content-areas through children's literature, expressive/transactional/poetic written discourse, and the creative arts. Teachers will explore ways to actively involve families in their children's literacy development. *Prerequisites: EDN 550, 565, 566 or permission of the instructor.*

EDN 520. Teaching and Learning Science (K-6) (3 hours)
This course helps teachers improve student learning in science through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of scientific methods and ways of knowing. Teachers will design theme-based units integrating two other content areas, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 553, EDN 519, EDN 541.*

EDN 521. Teaching and Learning Social Studies (K-6) (3 hours)
This course helps teachers improve student learning in social studies through systematic analysis and reflection on cycles of teaching and learning. Focus is on matching curriculum, instructional design, desired learning outcomes, content, diverse learners, instructional resources, and assessment measures in the context of developing global understandings. Teachers will design theme-based units integrating social studies and the creative arts, implement the units with their own students, analyze select student work samples, and learn from critical self-reflection on the teaching cycle. *Prerequisites: EDN 553, EDN 519, EDN 541*

EDN 522. Literacy and Literature (3 hours)
A survey of children's/adolescent fiction, non-fiction, and other reading materials, including instructional technology resources. Methods for leveling and choosing appropriate material for diverse cultural and linguistic backgrounds are reviewed. A major focus is the relationship between the reader and the literary text, the reading process, and the implications for reading instruction and comprehension skills.

EDN 526. Foundations and Best Practices in the Curriculum of the Middle Grades (3 hours)
During this capstone experience students will participate in an advanced study of foundations and curriculum in the middle grades utilizing research-based sources. Implications of historical, philosophical, social, psychological, physical, and intellectual factors in curriculum planning. Focus on current trends, issues, innovations, and models. Special components include a clinical experience, reading and writing across the curriculum, meeting diverse student needs, technology applications, developing peer leadership/mentoring skills, reflection/diagnosis/prescriptive instruction, instruction and development as master teachers, and action research. In addition, the culmination of the

student portfolio will be facilitated through this course. The instructor of record for EDN 526 and the Middle Grade Program coordinator will jointly evaluate student portfolios for program completion. *Prerequisite: EDN 565, EDN 566, EDN 550.*

EDN 527. Practicum in Reading Instruction (3 hours)
Designed for the graduate student with previous teaching experience who is interested in pursuing research in the area of reading.

EDN 528. Designing and Evaluating Reading Programs (3 hours)
A study and evaluation of selected curricula and programs in reading and the planning of a total school reading program. Teachers visit and evaluate exemplary school reading programs. Special emphasis will be given to the leadership functions of a reading teacher in diverse roles in terms of coaching classroom teachers and administrators in the improvement of reading instruction and involving students' families in literacy development. *Prerequisite: 15 semester hours of graduate level course work in reading or consent of the program coordinator.*

EDN 529. Capstone: Culture and Politics in Literacy Leadership (3 hours)
The course focuses on how ideas about various aspects of literacy become policy and legislation, how to understand the positions of special interest groups in the community, and how to influence policy, legislation, and local district/school decisions. Teachers learn how to utilize professional resources, technology resources, and advocacy strategies to ensure that all students learn to read. Program portfolios and leadership projects are finalized and presented for review. *Prerequisite: 15 semester hours of graduate level course work in reading or consent of the program coordinator.*

EDN 530. Reading and Writing in the Content-Areas (3 hours)
This course is designed to provide teachers with knowledge of established and innovative practices of teaching in a variety of content-areas, such as mathematics, social studies, and health.

EDN 531. Principles of Testing and Measurement in Reading (3 hours)
This course provides a fundamental development of the features and roles of measurement in reading education with emphasis being given to understanding teacher-made and standardized tests and scales. Consideration will be given to statistical concepts of measurement as they apply in reading education.. *Prerequisite: 9 semester hours of previous course work in reading.*

EDN 532. Culture, Communication, and Learning (3 hours)
This course is an in-depth study of theory, research, and pedagogy related to the racial, ethnic, gender, socioecomonic, and regional variances in communication structure and style. Focus is on how cultural variance affects student achievement and teacher expectations. The need for culturally responsive teaching is emphasized; related strategies are explored.

EDN 533. Leadership for Classroom Reading Instruction (3 hours)
This course is designed to aid the special reading teacher in filling several diverse roles within a school setting. Special emphasis will be given to the roles of lead-teacher and resource-teacher especially in terms of aiding the classroom teacher with developmental and corrective reading classes. The course will include a supervised field-based component whereby the student gains practical experience working in leadership roles with classroom teachers. *Prerequisite: EDN 528, EDN 530, and 6 semester hours of additional graduate level course work in reading.*

EDN 534. Diagnosis and Correction of Reading Difficulties (3 hours)
This course will assist the teacher of reading in locating causes of reading difficulties and prescribing corrective procedures. It is designed to give the classroom teacher practical application of methods in solving reading problems. It will include sample lessons and demonstration of remedial methods. *Prerequisite: a minimum of 3 semester hours of graduate level course work in reading or consent of the program coordinator.*

EDN 535. Psychology of Reading (3 hours)
A study of the psychological factors in learning to read, in reading ability, in reading disabilities, and in the bases for instructional methods and materials in reading.

EDN 538. Advanced Diagnosis of Reading Difficulties (3 hours)
This course is designed to provide the reading teacher with advanced study in the determination and evaluation of reading difficulties. Students will be expected to complete, under supervision, in-depth case studies of children with suspected reading difficulties. *Prerequisite: EDN 534 or the equivalent.*

EDN 539. Reading Clinic (3 hours)
This course is designed to provide the reading teacher withpractical experiences remediating students' reading difficulties. The reading teacher will work one-on-one and with small groups of children in a supervised laboratory setting. *Prerequisite: EDN 538, or may be taken concurrently with EDN 538.*

EDN 540. Preparation and Selection of Materials for Teaching Reading (3 hours)
This advanced level course is designed to enable the reading teacher to evaluate and select materials in terms of specific instructional situations and needs. Additional emphasis will be given to the processes of design, development, and preparation of instructional materials for specific reading instructional needs. *Prerequisite: 15 semester hours of graduate level course work in reading; recommendation of graduate advisor; and consent of instructor.*

EDN 541. Curricular Contexts and Choices (K-6) (3 hours)
This course helps the teacher use conceptual frameworks for teaching and learning to prepare an environment for learning. Teacher decisions during the preparation phase include 1) the establishment of long-range goals for groups of learners and individual learners, 2) the selection of measures to assess those goals, 3) the organization, structure, and sequence of the curriculum, 4) approaches to learner motivation and engagement, 5) the organization of children for learning, 6) establishing routines for managing learners and teaching tasks in the learning environment, 7) selection, development, and acquisition of instructional resources, 8) communication and involvement of families, 9) accommodating the environment for special needs children, and 10) establishing team and collaborative efforts with colleagues and other resource persons in the school and community. *Prerequisites: EDN 550, 565, 566 or permission of the instructor.*

EDN 550. Applied Educational Psychology (3 hours)
Emphasis is on using principles of learning, development, motivation, management, and assessment to validate and/or modify teacher decisions about the diverse needs of learners in socially responsible learning environments. Students design improvement plans based on areas such as multiple intelligence theory, cognitive processing, brain research, cooperative learning, inclusion, multiculturalism, and discipline.

EDN 552. Psychology of the Emerging Adolescent (6-9) (3 hours)
An analysis of the implications of physical, cognitive, socio-emotional, and moral development as they influence the behavior, learning, and adjustment of emerging adolescents. The theories of Ericson, Piaget, and Adler will be examined. Practical classroom application of theory and research will be emphasized.

EDN 553. Development, Culture, and Learning (K-6) (3 hours)
The purpose of this course is to help teachers develop contextualized perceptions of diverse learners and their educational needs based on information about children's family life, culture, and stage of development (typical or atypical). Teachers will learn how to establish a baseline for children's development and learning, accommodate developmental and cultural diversity in groups of learners, and align curriculum. Teachers will explore ways to actively involve families in their children's education. *Prerequisites: EDN 550, 565, 566 or permission of the instructor.*

EDN 560. Sociological Foundations of Education (3 hours)
Contemporary social problems and subcultures which relate to patterns of public education. A sociological analysis of the nature of the school and its impact on the community and on patterns of instruction. Anthropological and sociological materials will be employed.

EDN 565. Applied Philosophy of Education (3 hours)
Emphasis is on acquiring the knowledge, skills, and dispositions needed for reflective teaching, including the articulation of a philosophical theoretical position on teaching, language, and learning for use in planning, implementing, and evaluating practice. Students will analyze the philosophical and theoretical assumptions underlying various models of teaching and, learning. The process of constructing a professional portfolio based on NBPI'S guidelines frames course activities.

EDN 566. Applied Educational Research (3 hours)
Emphasis is on understanding research designs and methods in education including an introduction to elementary statistics, interpreting and critiquing professional research literature, using research findings to validate and modify decisions about teaching and learning, and conducting action research in the classroom, school, and community.

EDN 574. Reading Practicum (3 hours)
In this course, students have practical experience remediating diverse students' reading difficulties in classroom settings, using a variety of instructional, management, and assessment strategies. Review and critique sessions with colleagues are conducted at spaced intervals during the course. *Prerequisite: EDN 534 or consent of the program coordinator.*

EDN 575 Advanced Diagnosis of Reading Difficulties (3 hours)
In this course, teachers work one-on-one or in small groups of children in a supervised laboratory setting. Published case studies are analyzed and original case-studies developed which include observations, use of evaluation methods, proposed correction strategies, implementation plans, and critical reflection on the planned intervention. Case studies are presented to colleagues for review and refinement. *Prerequisite: EDN 574 or consent of the program coordinator.*

EDN 590. Advanced Practicum in Teaching (K-6) (3 hours)
A support seminar for M.A.Ed. candidates during the year they are completing the application process for National Board Certification, including preparation for written assessments. A National Board Certified teacher, a faulty advisor, and or an NBC evaluator will be part of the support group. *By arrangement. Fall. Prerequisite: Completion of M.A.Ed. course requirements*

EDN 595. Professional Development and Leadership Seminar (3 hours)
This is the capstone experience for teachers completing the M.A.Ed. in Elementary Education. Teachers integrate the knowledge and insights gained from experiences in previous courses into final revisions of their conceptual frameworks and related plans. Based on updated self-assessment, teachers also develop goals for future professional development. Leadership projects are finalized, published and submitted for review by the elementary education graduate faculty. *(Teachers choosing National Board Certification as a program product will apply for candidacy at this time.)*

EDN 599. Independent Study (3 hours)
An independent study of the problems and issues of education relevant to the student's major study areas or areas of concentration carried out by the student at the University and in the field under the supervision of the student's major advisor.

EDN 600. Thesis in Education (3 - 6 hours)
The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory (Pass [P]), Unsatisfactory (Fail [F]) basis. *Prerequisite: Completion of 21 semester hours of graduate work; EDN 566; permission of the student's major advisor; and permission of the Dean of Graduate Studies.*

MASTER OF ARTS IN ART EDUCATION (M.A.)

Coordinator: Ann Horton-Lopez

Program Description

The M.A.: Art Education program is intended to serve as an extension of the established undergraduate art education program and provide individualization of instruction and program offerings beyond the baccalaureate for those individuals who wish to pursue a higher level of achievement in their chosen field.

The Masters of Arts in Art Education program will extend the NCDPI competencies currently required for initial "A" licensure by extending the art educator's knowledge base and competencies by analytically reading art education professional literature, analyzing and discussing art education publications, theories, current practices in education and research. The program will extend the educator's competencies through self-reflection and self evaluation of planning skills, computer competencies, as well as through advance study of curriculum content, methods of organizing for instruction, materials, the classroom environment, and knowledge of the students and their needs. With this additional knowledge and experience, the art teacher will be prepared to take the role of a collaborative leader and the responsibilities for guiding colleagues in their planning.

Program Goals

The goals and objectives of the Art Education graduate program reflect a clear conception of the roles and responsibilities of master teachers in art education. The graduate students will accomplish the following goals and objectives of the UNCP M.A.: Art Education Program:

1. Professional Educational Growth and Instructional Mastery :
   - Analytically reads art education professional literature;
   - Analyzes and discusses art education philosophies, theories, current practices, and research findings;
   - Designs and applies coherent, rigorous and consistent instruction based on theoretical, philosophical and research-based information to improve student learning;
   - Incorporates research findings into curriculum development and classroom instructional strategies to improve student learning;
   - Add to their current knowledge base and competencies to integrate content information from other disciplines with art education and art history;
2. Knowledge of Students and their Environment:
   - Develops an advanced knowledge of child development in art;
   - Creates a classroom environment that promotes understanding, acceptance and respect for all students;
   - Demonstrates appropriate depth and breadth of knowledge of the learner, learning process, diverse learning styles and abilities, and evaluation procedures.
   - Creates a classroom environment that promotes success for all students;
   - Seeks art activities to increase understanding of diverse cultures/people;
   - Modifies instruction to meet the needs of challenged, exceptional and diverse learners;
   - Analyzes, diagnoses, and prescribes instruction that furthers student learning.
3. Appropriate Research Experiences:
   - Enriches their skills in data gathering, diagnosis, and prescription to employ methods to improve instruction and student achievement.
   - Analyzes educational problems and suggests appropriate adjustments based on data gathering, analysis, and conclusion.
   - Adapts instruction and learning environments based on evaluation of student learning problems and successes.
   - Monitors the effects of instructions, learning environments, adaptations and materials for students' learning and actions.
   - Studies appropriate research methodologies, trends and issues, research and selected readings in art education, research procedures in art education, and areas needing further research;

4. Linking Art Education to the Learners' Needs.
   - Ability to apply research data to practical life experiences to enhance classroom performance;
   - Teaching of reading and writing in art education and in content areas, when integrated with the visual arts;
   - Exhibits advanced knowledge in art education as defined by the State of North Carolina course of study;
   - Uses technology to create learning environments that encourage and support students' learning;
   - Demonstrates initiative in linking subject matter to students' knowledge and experiences.
   - Exhibits advance methods of preparation, implementation and evaluation of instruction for student's diverse learning needs.
   - Searches, promotes, uses, and evaluates the best teaching practices for each course taught;
   - Regards the variation between learning behaviors and results expected in communities having varying differences;
5. Professional Development and Leadership:
   - Uses technology to improve and promote the interest of teaching and other professional activities;
   - Keeps abreast of developments in art education and issues related to teaching;
   - Demonstrates initiative in inquiry and seeks to apply exemplary methods for improvement of the curriculum and educational setting;
   - Demonstrates commitment by participation in professional activities and provides leadership to colleagues and communities through collaboration;
   - Takes advantage of opportunities to share ideas and learn from colleagues, educators and parents for enhancement of students' education;
   - Works jointly with others in the collective role of leadership and mentorship activities to solve educational problems in the classroom, school system, and community.

Requirements for a Master of Arts in Art Education — **Sem. Hrs.**

Required Professional Studies Core — 9

EDN 550 - Applied Educational Psychology
EDN 565 - Applied Philosophy of Education (Prereq: EDN 550)
EDN 566 - Applied Educational Research

Specialty Area Requirements

A. Guided Course Work Emphasizing Art Education — 15

The specific number of semester hours and areas of study required of the student will be determined on the basis of the student's prior background in Art Education at the time of entry into the Program. Courses will be selected from the following:

ART 500 - Art in the Elementary School
ART 501 - Survey of Art Education
ART 502 - Curricula in Art Education
ART 503 - Review of Research in Art Education
ART 504 - History and Philosophy of Art Education
ART 505 - The Teaching of Art History in the Art Education Classroom
ART 510 - Independent Study

B. Guided Electives: Art 510, 500, 501; EDN 553, 521, 530 — 3-6

C. Independent Study — 3-6

D. Thesis Options — 6

1. The student may elect to do a thesis dealing with a significant problem or inquiry in the field of art education (ART 600 - 6 credit hrs.).
2. A student may elect an art studio concentration (6 credit hrs). A thesis concerning a reflection of the student's work and his or her philosophy of art and art education will be submitted with the student's work. Prerequisites: the student submits a portfolio of slides of his or her work to indicate competence in a selected studio concentration.

Total Hours (Minimum): 36

COURSES

ART DEPARTMENT (ART)

ART 500. Art in the Elementary School (3)
This course is designed to provide the general classroom teacher with various aspects of extending content information with art. Emphasis will be placed upon philosophies associated with elementary school art education, extending content information, art curriculum for the exceptional child, and the use of specific art tools, media, materials, and techniques. Students will acquire competency in instruction and art production to enhance active learning in the classroom.

ART 501. Survey of Art Education (3)
Provides survey of development of art education and problems in the field by means of a critical inquiry. Trends and Issues are examined. Prerequisite: graduate standing.

ART 502. Curricula in Art Education (3)
Advanced study of art education curricula, with option for elementary or secondary emphasis. Study of exemplary art programs, standards of quality, curriculum models, curriculum design and construction, concomitant instructional methods, and evaluation. Prerequisite: graduate standing.

ART 503. Research in Art Education (3)
Studies of appropriate research methodologies, research and selected readings in art education. Includes research procedures in art education, recent studies, areas needing further research, Prerequisite: graduate standing.

ART 504. History and Philosophy of Art Education (3)
Critical analysis of objectives, current theories, and texts that are shaped by the visual arts, history, philosophy, aesthetics, the behavioral sciences, and recent trends in art education. The sociopolitical currents that have shaped art education, and visual art itself, are examined. Prerequisite: graduate standing

ART 505. The Teaching of Art History in the Art Education Classroom (3)
Recent theories in the fields of art education concerning curricula in art history. This course includes the development of competency in art history, methods and diverse inquiry procedures. Prerequisite: graduate standing

ART 510. Independent Study (3-12)
This course is designed to fulfill individual and specific needs of art education graduate students' particular area of advanced study. Directed reading, research, production and problem solving in the student's area or areas of art studio elective(s) or art studio concentration are carried out by the student at the University and in the field under the supervision of the student's major advisor and instructor. Course is repeatable with consent of the instructor. Prerequisites: Graduate standing and, for Thesis Option II, the student must submit a portfolio of slides of her or his work to indicate his or her competence in selected studio concentration. The Art Department faculty juries the portfolio, and the concentration faculty, Graduate Coordinator, and Department Chair jury work produced in studio area for the graduate exhibit.

ART 600. Thesis in Art Education (6)
The student prepares a Master's Degree thesis in the area of the student's major under the individual direction of the student's major advisor and thesis committee. Graded on a Satisfactory (Pass [P]), Unsatisfacory (Fail [F]) basis. Prerequisites: Complettion of 18 semester hours of graduate work; EDN 566; permission of the student's major advisor; permission of the Dean of Graduate Studies.

NOTE: For EDN course descriptions, see listings in the M.A.Ed. program.

THE MASTER OF ARTS IN ENGLISH EDUCATION

Coordinator: Patricia D. Valenti

The Department of English, Theatre, and Languages offers a Master's of Arts in English Education and provides candidates with opportunities for personal, intellectual, professional, and pedagogical growth.

Inservice teachers with initial licensure who successfully complete the program obtain the North Carolina M license in English. The UNCP Graduate Program in English Education is one of the few programs in the state approved by the Department of Public Instruction for the new Advanced Licensure in English. Program requirements are also aligned with National Board Certification standards.

College graduates with backgrounds in English or related fields may enroll in the program to acquire advanced knowledge and skills in literature and literacy for various personal and professional proposes, including preparation to teach in community colleges.

Through graduate course work, candidates for the Master of Arts in English Education acquire, extend, synthesize, apply, and reflect upon their knowledge, expertise, and experience in literature, literacy, and pedagogy. The culminating product of the graduate experience is a Capstone Portfolio and Presentation through which candidates document that they have met the following program goals:

1. advanced knowledge and expertise in literacy and literature
2. advanced knowledge of and planning for diverse learners
3. expertise in research and research skills
4. application of knowledge and skills to their teaching of diverse learners
5. reflection on personal, intellectual, pedagogical, and professional growth

Requirements for a Master of Arts in English Education **Sem. Hrs.**

A. Core Courses (12 hours required) 12

EED 500—Literacy and Literature in Context: Curricula, Assessment, and Reform
EED 551—The Teaching of Writing: Theories, Issues, and Practices
EED 552—The Teaching of Literature: Theories, Issues, and Practices
EDN 566—Educational Research

B. Literacy Emphasis (6 hours required; up to 18 hours accepted) 6 - 18

ENG 510—Rhetorical Grammar
ENG 520—Issues in Contemporary American English
ENGS 5xx—Special Topics in Literacy
SPE 523—Spoken Communication
ENG 544, 545—Process Writing
ENG 550—Advanced Nonfiction Writing
ENG 575—Film Literacy
ENG 581—Phonetics and Phonology (fall odd years)*
ENG 583—Second Language Acquisition (spring even years)*
ENG 585—Cultural Issues of English as a Second Language (fall even years)*
ENG 589—Applied Pedagogy of Teaching English as a Second Language (spring odd years)*

*Indicates courses leading to Graduate Add-On Licensure in ESL; candidates for this licensure must have taken ENG 346—Aspects of the English Language and ENG 371—English Grammar or their equivalents.

C. Literature Emphasis (6 hours required; up to 18 hours accepted) 6 - 18

ENGS 5xx — Special Topics Seminar
ENGS 5xx — Figures Seminar
ENGS 5xx — Epochs Seminar
ENGS 5xx — Genre Seminar

D. Thesis (0 hours required; 6 hours accepted) 0 - 6

Thesis credit (6 hours) will be awarded under B. Literacy Emphasis or C. Literature Emphasis, depending on the topic. Students writing a thesis must also take six hours of course work in the Emphasis in which thesis credit is awarded.

E. Capstone Portfolio and Presentation is the culminating experience of the graduate program and takes place during the last semester (fall or spring) of the candidate's course work.

Program Total: 36

The degree must be completed within five years of admission to the program. Students should note rotation of core courses and should complete their capstone experience to assure that they can complete all requirements in a timely manner.

COURSES

These courses are grouped into four areas (see above for English Education program requirements). They are also available to students enrolled in other graduate programs.

A. EED CORE COURSES

(also in the core is EDN 566, Educational Research—see listing in M.A.Ed. program)

EED 500. Literacy and Literature in Context: Curricula, Assessment, and Reform
Literacy and literature from intersecting historical, global, psychological, socioeconomic, and curricular perspectives; the role of technology; diagnostic, formative, and summative assessment; theory, philosophy, and research into pedagogy addressing students' exceptionalities and multiple intelligences; literacy and literature demands of the N. C. Standard Course of Study and National Board Standard; and findings that delineate how literacy and literature professionals can provide leadership in the twenty-first century.

EED 551. The Teaching of Writing: Theories, Issues, and Practices
Study of composition theory, rhetoric, and research findings about writers and learning to write; study and application of current trends in writing curricula, writing across the curriculum, classroom strategies, and assessment; practice and clinical experience with effective pedagogy: integrated language arts, developmental writing units for diverse learners, successful assignments for various genres and purposes (creative, expository, persuasive), process writing, revising and editing, teacher and peer response and evaluation, portfolio evaluation, essay testing, publishing student work, adapting to N.C. Standard Course of Study guidelines, and technology integration.

EED 552. The Teaching of Literature: Theories, Issues, and Practices
Theories of literary interpretation and their application to curricula and pedagogy for students with diverse learning styles, cultural backgrounds and developmental needs; assessment of reading and literature; applications of technology, multidisciplinary approaches, and scholarly research through clinical experiences in literature classes; understanding purposes, genres, and conventions of written, spoken, media texts.

B. LITERACY EMPHASIS

ENG 510. Rhetorical Grammar
Thorough study of advanced elements of English grammar, with emphasis on grammar knowledge as a rhetorical tool, to help writers understand grammatical choices available to them and the effects those choices have on readers. Grammatical principles are applied to students' own writing.

ENG 520. Issues in Contemporary American English
Study of the characteristic features of contemporary American English in print and non-print media, dynamic factors in linguistic change, and concerns about the state of American English today.

ENGS 5xx. Special Topics in Literacy
Course content will vary from term to term. Possible topics include (1) Significant Contemporary Thinkers on Literacy: Freire, Kozol, and Ong; (2) Adult Literacy: Problems and Possibilities; (3) Family Literacy. Upon request. PREREQ: EED 500 recommended. Study of selected topics in literacy.

SPE 523. Spoken Communication
Study of the communication behaviors which influence our casual and business relationships. Review of intrapersonal, interpersonal, interview, group discussion, and public communication.

ENG 544. Process Writing: Theory
Studies of the theoretical bases of process writing, especially those identified with The National Writing Project and The North Carolina Writing Project. Special attention to sequence in writing, discourse analysis, and rhetoric; and to research related to process writing, grading, and evaluation. Summer Only. PREREQ: (1) Acceptance into North Carolina Writing Project at UNCP, (2) To be taken simultaneously with EED 545.

ENG 545. Process Writing: Practicum
Applications of process writing, especially those identified with the National Writing Project and The North Carolina Writing Project. Special attention to heuristics, conferencing, and sentence-combining and to practice, including those of T.D. Allen, that have proven effective in Southeastern North Carolina. Summer only. PREREQ: (1) acceptance into the North Carolina Writing Project at UNCP (2) To be taken simultaneously with EED 544.

ENG 550. Advanced Nonfiction Writing
Study and extensive practice of the conventions of expository (including narrative) and persuasive writing, including autobiographical and biographical forms, the profile, and interview. Alternative topics, depending on student interest, may include study of the history and strategies of rhetoric and such practices as research, documentation, and setting and dialogue in modern literary journalism.

ENG 575. Film Literacy
A course in film analysis. Emphasizes the teaching of film and includes the elements of film study, a brief survey of film history, and an examination of significant directors, themes, or types of film.

***ENG 581. Phonetics and Phonology**
A study of the speech sounds that occur in the languages of the world will cover physiological properties of the speech producing apparatus, phonetic transcription using the international phonetic alphabet, and both theoretical and applied study of phonological patterns. Fall of odd-numbered years. Credit, 3 semester hours.

***ENG 583. Second Language Acquisition**
An in-depth study of both theoretical issues in second language acquisition and the practical application of theory in the ESL classroom, including learning styles and strategies; the importance of affective factors and socio-cultural factors in language learning; contrastive analysis, interlanguage, and error analysis; and communicative competence. Spring of even-numbered years. Credit, 3 semester hours.

***ENG 585. Cultural Issues of English as a Second Language**
A study of important cultural issues relevant to the teaching and learning of English as a second language, including bilingualism, differences in cultural patterns of perception and thinking, differences in what is considered appropriate student behavior and appropriate teacher behavior in a variety of cultures, and cultural differences expressed in verbal and non-verbal behavior. The importance of understanding and taking into account the cultural backgrounds of students in the teaching of ESL and the importance of teaching American culture as a part of ESL will also be considered. Fall of even-numbered years. Credit, 3 semester hours.

***ENG 589. Applied Pedagogy of Teaching English as a Second Language**
Following a review of the pedagogical fundamentals grounded in cognitive, affective, and linguistic principles of second language acquisition, this course will focus on the practical realities of the language classroom, including curriculum development, lesson planning, evaluation of students and programs, and classroom management. Spring of odd-numbered years. Credit, 3 semester hours. PREREQ: ENG 346, 371, 581, 583, 585.

*Indicates courses leading to Graduate Add-On Licensure in ESL

C. LITERATURE EMPHASIS

ENGS 5xx. Literature: Special Topics

A seminar approach to the study of a particular literary topic; special emphases such as dynamic changes in literature of specific minorities or cultures, or literature in its relationship to another medium or discipline; extended seminar papers examining individual themes, writers, or works. Course content will vary from term to term. Possible topics include Southern Literature, American Indian Literature, Black Literature, Journalism and the New Journalism, and Literature in Film Adaptation.

ENGS 5xx. Literature: Figures Seminar

A seminar approach to the study of one major literary figure (or perhaps a few major figures); extended seminar papers exploring particular works, themes, characteristics, or problems. Course content will vary from term to term. Possible topics include Chaucer, Faulkner, Mann, Pope and Swift, Milton, and Emerson and Thoreau.

ENGS 5xx. Literature: Epochs Seminar

A seminar approach to the study of a significant period of American, British, or world literature; seminar papers appraising characteristics of the epoch or an individual's shaping influences on the epoch. Course content will vary from term to term. Possible topics include The Romantic Rebellion, Literature of the English Renaissance, American Transcendentalism, and Eighteenth Century Studies.

ENGS 5xx. Literature: Genre Seminar

A seminar approach to the study of a particular literary type seen in its genesis, maturation, and subsequent influence; seminar papers exploring the contributions of a specific figure or major work to the development of the genre. Course content will vary from term to term. Possible topics include Development of the American Short Story, The Victorian Novel, Studies in Modern World Drama, The Epic, and Biography.

D. THESIS

ENG 600. Thesis

The student prepares a thesis in the area of his/her interest under the direction of the major advisor and a thesis committee. Graded on a Satisfactory (Pass)/Unsatisfactory (Fail) basis. PREREQ: Completion of 21 hours of graduate work and EDN 566.

MASTER OF ARTS IN MATHEMATICS EDUCATION (M.A.)

Coordinator: William Truman

Sir Isaac Newton made the statement, "If I have seen further than others, it is because I have stood on the shoulder of giants." In this statement, Sir Isaac Newton gave the essence of mathematics; it is a body of knowledge accumulated through cultural and historical development, and it is a shared experience.

Program Description

The Master's of Arts in Mathematics Education Program seeks to build upon the undergraduate degree through the extension of the width and breath of their mathematics background and through the enhancement of those skills and attributes which assist in the improvement of learning and teaching. The program's conceptual framework is based upon the premise of extending the experienced teacher's instructional background in those subject areas that are pertinent to the secondary curriculum: function, algebra, and geometry. The extension of the instructional background is contained within the casing of problem solving and research. Problem solving and research should promote data collection, analysis, reflective thought, conjecture, and assessment which provide collaborative leadership to other experienced practitioners. The growth will be demonstrated through the capstone project of the Portfolio and the comprehensive exams.

Program Goals

The educational objectives of the program are

1. to provide students with a solid foundation and understanding of mathematics;
2. to enable students through study to appreciate both the aesthetic and practical aspects of mathematics.
3. to provide experiences that will help students see that they will need to have a variety of teaching and learning strategies available at all times;
4. to provide students with current theories regarding the psychological development of the learner, and an understanding of human dynamics found in the home, the school, and the community;
5. to demonstrate methods of evaluating student learning, textbooks, curriculum educational techniques, and the educational process as a whole;
6. to prepare students to deal with a diverse population that have a broad spectrum of needs, aspirations, and expectations for themselves and others;
7. to provide a consideration of societal needs that are satisfied by applications of and careers based on mathematics and technology; and
8. to stress the importance to a teaching professional of keeping abreast of current trends in mathematics education through the reading of professional journals and participation in mathematics workshops, institutes, conferences, professional meetings, and inservice program.

Requirements for a Master of Arts in Mathematics Education	Sem. Hrs.
Required Professional Studies Core	9
EDN 550 Applied Educational Psychology	
EDN 565 Applied Philosophy of Education	
EDN 566 Applied Educational Research	
Specialty Area Requirements	
Mathematics Education	6
MAT 500 Curriculum Development and Evaluation in Mathematics Education	
MAT 501 Theoretical Bases of Math Instruction	
Mathematics	21
1. Analysis (6 hrs)	
Choose 2 of the 3 below; others may be used as electives	
MAT 523 Real Analysis	
MAT 532 Advanced Calculus for the Math Teacher	
MAT 544 Complex Analysis for the Math Teacher	

2. Algebra and Number Theory (3 hrs)
Choose one of the 3 below; others may be used as electives
MAT 512 Advanced Topics in Linear Algebra
MAT 515 Topics in Number Theory
MAT 526 Special Topics in Abstract Algebra

3. Geometry and Topology (3 hrs)
Choose 1 of the 2 below; the other may be used as an electives
MAT 510 Point Set Topology (offered on alternate years.)
MAT 511 Advanced Topics in Geometry (offered on alternate years.)

4. Applied Mathematics (3 hrs)
MAT 503 Elements of Problem Solving (required)

5. Mathematics Electives (3-6 hrs)
May be chosen from math courses in above 4 sections or those listed below
MAT 502 History of Mathematics (if not taken as an undergraduate)
MAT 506 Statistics and Probability for Math Teachers
MAT 507 Discrete Mathematics for Math Teachers
CSC 505 Current Topics in Computers in Education

6. Thesis (0-3 hrs) option may replace 3 semester hours of the math electives.
MAT 600 Thesis in Mathematics Education

Total (minimum): 36

NOTE: For EDN course descriptions, see listings in the M.A.Ed. program.

COURSES

MATHEMATICS AND COMPUTER SCIENCE DEPARTMENT (CSC/MAT)

CSC 505. Current Topics in Computers in Education

An inservice course in the comparison and evaluation of computer hardware configurations and computer software packages for the classroom. The mechanics of setting up a computer network. A consideration of the effect that computers in the classroom have on curriculum development. A laboratory experience will be an integral part of the course.

CSC 508. Computer Graphics for the Mathematics Teacher

This course introduces graphics appropriate to classroom settings at the pre-college level. Graphics that will be dealt with include various algebraic, geometric, and trigonometric relations. Methods that will be used include direct programming as well as the introduction of commercially available software designed for this purpose.

CSC 509. Programming and Algorithms for the Mathematics Teacher I

Techniques for problem solving in a mathematical setting through programming in a high level language. The efficiency of algorithms and the design of programs are considered. CSC 202 or its equivalent is required background for this course.

CSC 510. Programming and Algorithms for the Mathematics Teacher II

Advanced techniques for problem solving in a mathematics setting through programming in a high level language. Emphasis is given to data structures and object-oriented design. An individual in-depth programming project including design, implementation, testing, and documentation of each phase is required. PREREQ: CSC 509 or instructor permission.

CSC 511. Computer Hardware in an Educational Setting

A study of the various components that make up computer configurations in public school settings. Comparison of the various types of computer hardware available for use in the school. Particular attention will be given to evaluation of hardware for laboratory situations with both individual and networking of computers and computer terminals.

CSC 512. Database Management for Teachers
Goals of DBMS including data independence, relationships, logical organizations, schema and subschema. Designing databases including lossless join, dependence preserving normal form decompositions. Using relational database management systems. Constructing applications which include databases. Data integrity and reliability. As announced. Credit, 3 semester hours. PREREQ: CSC 510 or permission of instructor and program coordinator.

CSC 513. Computer Systems for Teachers
Basic logic design; sequential circuits; digital storage and access. Computer structure, machine and assembly language, and addressing modes. I/O and interrupt structure. Operating system concepts. Examples from microcomputer operating systems. As announced. Credit, 3 semester hours. PREREQ: CSC 510 or permission of instructor and program coordinator.

MAT 500. Curriculum Development and Evaluation in Mathematics Education
A critical study of current issues, trends, and the design and evaluation of curriculum in mathematics education. Students will develop, use, and evaluate a teaching unit as a major part of the work in this course. Required of all master's candidates in mathematics education.

MAT 501. Theoretical Bases of Mathematics Instruction
An advanced study of the theoretical bases of mathematical instruction, including philosophical and psychological concerns. Instructional theories from the field of mathematics education will be examined, together with the research that supports these theories.

MAT 502. History of Mathematics
A historical development of selected topics in mathematics from ancient to modern times. Systems of numeration, geometrical notions, and the development of algebra and analysis with motivational and pedagogical relevance will be given emphasis. Credit will not be allowed for MAT 502 if student has credit for an undergraduate course in the History of Mathematics.

MAT 503. Elements of Problem Solving
This course strengthens the student's mathematical problem-solving ability by extensive work with non-routine problems that can be solved by elementary methods. General strategies for creative problem-solving will be emphasized. Meaningful ways of dealing with such problems in the secondary school classroom will constitute a significant part of the course. Required of all masters candidates in mathematics education.

MAT 505. Elements of Mathematics for the Middle Grades Teacher
The content of this course provides teachers at the middle school level with the mathematics they need in order to be effective in the classroom. Topics include sets, metric geometry, and introductory algebra. These topics will be handled from a problem-solving point of view.

MAT 506. Statistics and Probability for the Secondary Mathematics Teacher
The emphasis of this course will be on understanding various statistical concepts and techniques including measures of central tendency, correlation coefficients, hypothesis testing, analysis of variance, and inferential statistics. The fundamentals of probability that will be discussed include univariate and multivariate distributions, expectation, conditional distributions, and the law of large numbers.

MAT 507. Discrete Mathematics for the Math Teacher
This course will stress applications of Discrete Mathematics and such discrete techniques as are now, or should be, found at the secondary level. Mathematical modeling will be an underlying concept of the course.

MAT 510. Point Set Topology
Elements of point set topology, separation properties, compactness, connectedness, functions, Tietze extension theorem, fundamental group, and covering spaces.

MAT 511. Advanced Topics in Geometry
Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical geometry. Content variable, but chosen to minimize duplication with recent and current MAT 411 classes.

MAT 512. Advanced Topics in Linear Algebra
2- and 3-dimensional linear algebra over the numbers; geometric interpretations; and topics chosen to improve secondary teachers' breadth in and knowledge of Linear Algebra.

MAT 515. Topics in Number Theory
Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of classical number theory. Content variable, but chosen to minimize duplication with recent and current MAT 415 classes.

MAT 521. Basic Ideas of Analysis I
A brief survey of the principal ideas and techniques of Calculus. Intended as a refresher course for high school teachers who feel the need for an understanding of Calculus in order to prepare their students for college work.

MAT 522. Basic Ideas of Analysis II
A continuation of MAT 521. This course continues developing the principal ideas and techniques of Calculus. Topics considered in 521 and 522 will generally coincide with topics covered in a three-semester Calculus sequence. (Any student taking MAT 521, and MAT 522, will be required to take three additional semester hours of Analysis.)

MAT 523. Real Analysis
Real number system; open and closed sets, covering properties, Borel sets. Measurable sets and measurable functions. Lebesque measure and integration, LP spaces.

MAT 526. Special Topics in Abstract Algebra
Selected topics from group, ring, and field theory that have implications to the secondary curriculum will be chosen for study.

MAT 532. Advanced Calculus for the Mathematics Teacher
Topics chosen to improve the secondary mathematics teacher' mastery, breadth of knowledge, and appreciation of advanced calculus. Content variable, but chosen to minimize duplication with recent undergraduate courses in advanced calculus.

MAT 544. Complex Analysis for the Mathematics Teacher
Topics chosen to improve the secondary mathematics teacher's mastery, breadth of knowledge, and appreciation of complex analysis. Content variable, but chosen to minimize duplication with recent undergraduate courses in complex analysis.

MAT 600. Thesis in Mathematics Education
The student prepares a masters degree thesis in Mathematics Education under the direction of a thesis advisor from the Dept. of Math/CSC and the student's thesis committee. Students electing to complete a thesis are still required to take the written comprehensive examinations. May be used to satisfy 3 hrs of electives. PREREQ: 21 hrs of Graduate Work, MAT 500, EDN 566, permission of Math Dept. Chair, Graduate Program Coordinator, and Graduate Dean.

PHYSICAL EDUCATION (M.A.)
Three Concentrations of Study
36 Total Semester Hours for Each Concentration

Coordinator: Tommy Thompson

Program Description

To enhance the physical educator's understanding and knowledge of human movement, the graduate program in Physical Education seeks to encompass the elements of biological study, fitness, wellness, health, recreation, and physical education into a directed, comprehensive study of the discipline and how to teach it. The graduate program must be broader than the undergraduate's physical education preparation, and to that end, will be a multi-disciplinary study that aims to help inservice teachers prepare for the teaching of physical education at all levels of learning and curriculum preparation. The program will seek to challenge the graduate student in all areas of advanced university study relative to the discipline and to teacher-effectiveness.

Program Goals

The graduate program in Physical Education is designed

1. to prepare physical educators in the field of human movement physiology as it relates in the teaching of physical education, athletics, and leisure activities;
2. to extend the graduate student's understanding of the basic principles of educational management, supervision, leadership, and/or administration;
3. to help the graduate student to understand the role of educational psychology in teaching, coaching, and administration;
4. to stress the importance of a sound understanding of legal issues in schools, athletes, recreation, and any movement education facility;
5. to help the graduate student to construct curriculum design in various phases of health, wellness, fitness, physical education, recreation, etc.;
6. to provide an expanded grasp of research trends in the teaching of human movement and healthful living;
7. to help the graduate student to understand the principles of facilities, finances, budgeting, funding, etc., in a variety of sectors;
8. to help the graduate student to develop the ability to objectively review educational issues affecting students, families, sports, and schools.

Requirements for a Master of Arts in Physical Education **Sem. Hrs.**

Core Courses 21-27

EXER 501 Exercise, Fitness, and Sport Physiology
EXER 502 Exercise, Sport, and Coaching Psychology
EXER 503 Management and Marketing of PE and Athletic Programs
EXER 504 Recreation, Leisure, and Tourism
EXER 505 Health, Wellness, and Fitness
EXER 506 Current Administrative Issues, Problems, and Trends in PE and Athletics
EXER 507 The Law in PE and Sport
EDN 566 Applied Educational Research*
EXER 599 Capstone Study

Concentration 9-15

Choose Physical Education Licensure, Exercise/Fitness, or Sports Administration

Total (minimum): 36

Physical Education Licensure Concentration

Take the 9 core courses above 27

Take EDN 550 and 565, and one elective (*see choices below*):

Required Professional Studies Core 6

EDN 550 Applied Educational Psychology*

EDN 565 Applied Philosophy of Education*

Specialty Area Guided Electives (select one of the following): 3

EDN 512 Exceptionality in Children*

EDNL 570 Educational Decision Making**

EDNL 571 Analyzing Educational Issues**

EDNL 572 Ethical and Societal Aspects of Educational Leadership**

EDNL 573 School Based Management**

Total (minimum): 36

*For EDN course descriptions, see listings in M.A.Ed. program. **For EDNL course descriptions, see listings in M.S.A. program. Lateral entry certification candidates may not enrol in any noted (*/**) EDN course until all IEP requirements have been completed.

Exercise and Fitness Concentration

Take the 9 core courses above 27

Choose three electives from the list below: 9

MPM 500 Modern Management and Organization***

MPM 501 Organizational Behavior***

MPM 504 Financial Resource Administration***

MPM 510 Organizational Leadership Seminar***

MPM 511 Planning***

MPM 536 Administrative Law***

MPM 538 Conflict Analysis and Resolution***

MPM 552 Principles of Budgeting and Finance***

MPM 571 Health Administration and Organization**

Total (minimum): 36

Sports Administration Concentration

Take 7 of the 9 core courses above 21

Take 15 additional hours, preferably choosing one course from each directed area below: 15

1. Budget Area
   - MPM 504 Financial Resource Administration***
   - MPM 552 Principles of Budgeting and Finance***
2. Leadership Area
   - MPM 500 Modern Management and Organization***
   - MPM 501 Organizational Behavior***
   - MPM 533 Leadership and Change***
3. Planning and Research Area
   - MPM 505 Analytical Methods***
   - MPM 511 Planning***
4. Legal Area
   - MPM 502 Legal, Policy, and Ethical Issues in Administration***
   - MPM 506 Human Resource Administration***
   - MPM 536 Administrative Law***
5. Resolution Area
   - MPM 512 Decision-Making for Leaders***
   - MPM 530 Organizational Communication***
   - MPM 538 Conflict Analysis and Resolution***

Total (minimum): 36

***For MPM course descriptions, see listings in M.P.A. degree program

COURSES

HEALTH, PHYSICAL EDUCATION, AND RECREATION DEPARTMENT (EXER)

EXER 501. Exercise and Sport Physiology (3)

Course will present concepts of exercise and sport physiology in a practical approach based on researched principles of exercise physiology and applied science as it pertains to various grade levels. Movement analysis of the human body will be studied as to variables, exercise responses, training principles, adaptation, problem-criteria, and modalities. Physiological response in every body system will be explored relevant to various age groups and gender.

EXER 502. K-12 Exercise, Sport, and Coaching Psychology (3)

Course will examine topics related to the potential for optimal human athletic and exercise performance at various life stages. Areas of study will include functional behavior, behavior modification, psychology of human and work motivation, self-assertion, personality, gender differences, visual and auditory perception, and stages and processes of behavior development and decision-making.

EXER 503. Management and Marketing of PE and Athletic Programs (3)

Course will present a detailed study of marketing principles from the perspective of a school administrator, physical educator, coach, sportsman, athletic director, and/or other related fitness/sports administrators. Specific items of study would include marketing concepts, customer analysis, activity promotion, etc. Management structure and organization will be researched thoroughly. Advertising, public relations, and media strategies will be addressed.

EXER 504. Recreation, Leisure, and Tourism (3)

A comprehensive study of the basic concepts of organized recreation and its philosophy and implementation. An in-depth overview of practices, methods, and processes of leadership, supervision, staff development, etc. as well as a thorough examination and study of the organization and administration of recreation management, logistics, legal issues, etc.

EXER 505. Health, Wellness and Fitness Concepts (3)

Course will include in-depth coverage of the dimensions of health, wellness & fitness. The course is intended to provide knowledge and skills that will enable humans to achieve an optimal healthy lifestyle regardless of age or gender. Emphasis will be placed on making correct choices based on sound principles of researched and applied science and human biological study. The course will present the various options, strategies, issues and implications surrounding the bases of human wellness.

EXER 506. Current Administrative Issues, Problems, and Trends in PE and Athletics (3)

Course will be designed for formulating, designing, and implementing meaningful research into timely and practical educational issues in physical education and/or athletics. The study of a particular topic(s) of special importance, relevance, and currency to physical educators, athletic directors, coaches, fitness coordinators, department chairs, etc. will be the main theme. Course content may vary with each offering.

EXER 507. The Law in PE and Sport (3)

Course will be a thorough investigation and review of the legal and judicial issues, cases, and history of litigation in physical education and sport. Case research, analysis of law, and current legal issues that apply to physical educators and coaches will be examined in detail. Professional liability, statutory, and landmark cases in movement education will be studied.

EXER 599. Capstone Study (3)

Each student must successfully complete an original, rigorous, and significant research project. The capstone project may be a thesis or take another format, but all projects will be supervised by appropriate Physical Education Department graduate faculty. Any project must have prior approval of the Physical Education Graduate Committee.

MASTER OF ARTS IN SCIENCE EDUCATION (M.A.)

Coordinator: Sue Bowden, Biology

Program Description

The primary purpose of the M.A. in Science Education Program is to prepare currently licensed North Carolina Secondary School Science Teachers for the N.C. Master's/Advanced Competencies License. The program requires 36 s.h. and is a logical extension of two undergraduate science teacher preparation programs currently offered at UNCP; one, the B.S. in Science Education Program and, two, the Biology Education program. Students who completed the B.S. in Science Education Program (science education majors) were eligible for the N.C. Secondary Comprehensive Licensure and were licensed to teach any and all of the science courses offered in N.C. Secondary Schools. Students who completed the Biology Education Program (biology education majors) were eligible for the N.C. Secondary Biology Licensure and were limited to teaching only biology.

The M.A. in Science Education has been designed to provide an opportunity for science teachers who hold either the comprehensive Science License or the Biology License to enter the program and qualify for the N.C. Master's/Advanced License.

While in the M.A. Program, the former undergraduate science ed. major will be required to concentrate in one of four areas of science (12 s.h. in Biology, Chemistry, Physics, or Earth Science) and take nine additional s.h. in the three areas outside of the concentration (no more than 3 s.h. from any one area). The former undergraduate biology ed. major will concentrate in biology (15-18 s.h.) and take an additional 3 s.h. to 6 s.h. in an area or areas outside of biology. Both groups will also take a required core of professional education courses (9 s.h.) and six additional s.h. in science education.

The M.A. in science education will build upon the instructional expertise and leadership qualities and skills of an experienced licensed science teacher by requiring the following qualifications prior to full admission into the program:

1. the applicant must hold either the N.C. Secondary Science Comprehensive License or the Secondary Biology License. Any out-of-state applicants will have to hold licenses deemed equivalent to the N.C. licenses.
2. the applicant must meet all of the graduate school general admission requirements.

Program Goals

The major goals of the program are designed to prepare a student to be able to:

1. Apply the theoretical, philosophical, and research bases for educational practice in secondary school classrooms to improve student learning.
2. Plan, implement, and evaluate instruction that is philosophically consistent with the Constructivist viewpoint.
3. Incorporate knowledge of the nature of the learner, learning process, variations in learning abilities and learning styles, and strategies for evaluating learning in the secondary school classroom.
4. Plan, implement, and evaluate instruction that is responsive to wide variations in students' learning needs and learning styles.
5. Understand and employ methods of research to examine and improve instructional effectiveness and student achievement, particularly in the Constructivist science classroom.
6. Understand and link subject matter and students' developmental and diverse needs in the context of secondary science classrooms.
7. Plan, implement, and evaluate instruction that reflects intellectual rigor and depth of knowledge in both science content and students' diverse learning needs.
8. Demonstrate self-directed, self-reflective professional behavior and the importance of providing leadership to colleagues and communities through collaboration and participation in state and national science education organizations.

Requirements for a Master of Arts in Science Education **Sem. Hrs.**

Required Professional Studies Core 9

EDN 550 Applied Educational Psychology
EDN 565 Applied Philosophy of Education
EDN 566 Applied Educational Research

Specialty Area Requirements

Science Education Core 6

SCE 560 Foundations of Science Education (required)
Choose either (a) or (b) (depending on one's area of concentration):
(a) SCE 561 Improving Classroom Instruction in the Life and Earth Sciences
(b) SCE 562 Improving Classroom Instruction in the Physical Sciences
SCES 563-573 Special Topics in Science Education (elective)

A concentration in one of these areas (12 hours) 12

(note: Biology Education majors may choose 15-18 hours in Biology)

Biology (required for undergraduate Biology Education majors)

BIO 510 Marine Biology
BIO 512 Topics in Ecology and Environmental Biology
BIOS 514-534 Special Topics in Biology
BIO 515 Advanced Microbiology
BIO 520 Current Trends in Molecular and Cell Biology
BIO 525 Evolutionary Botany
BIO 535 Evolutionary Zoology

Chemistry

CHM 520 Current Trends in Chemistry
CHM 548 Historical Perspectives on Chemistry
CHM 550 Spectroscopic Methods of Structure Determination
CHM 560 Instruments for Chemical Analysis

Earth Science

GLY 501 Essentials of Earth Science
GLY 502 Essentials of Earth History
GLY 504 The Physiography and Ecology of the Atlantic Coastal Plain
GLY 541 Meteorology and Climatology

Physics

PHY 501 Classical Mechanics
PHY 516 Modern Physics
PHY 520 Current Trends in Physics
PHY 548 Historical Perspectives of Physics

Additional courses in the three areas outside of the concentration 9

(note: Science Education majors choose no more than 3 s.h. from any one area; Biology Education majors may choose 3-6 s.h. outside the Biology concentration)

Biology: BIO 512 or 520
Chemistry: CHM 520 or 548
Earth Science: GLY 501 or 502
Physics: PHY 520 or 548

Capstone Experience

Each candidate must select and successfully complete either a Master's Research Project or Comprehensive Portfolio as the final product of the program and successfully complete a Comprehensive Exit Oral Interview.

Total: 36

NOTE: For EDN course descriptions, see listings in the M.A.Ed. program.

COURSES

BIOLOGY DEPARTMENT (BIO)

BIO 510. Marine Biology

A survey of the common organisms associated with tropical marine habitats. Emphasis will be on fish, invertebrates, algae, and birds. Coverage will include discussions of the coral reef and mangrove communities, ocean currents, and physical and geological factors. The course includes a one-week on-campus study followed by a one-week field, lab work at the Bermuda Biological Station for Research. There are additional costs involved in the trip.

BIO 512. Topics in Ecology and Environmental Biology

Students will become cognizant of the principles of ecology and environmental biology through analysis of the interactions of organisms with each other and their interactions with the physical environment. The impact of humans and human systems on the natural world will be examined The interaction of ecological, geological and human processes is examined at regional, national, and global scales. Human management of fragmented landscapes will be discussed. Certain topics may be emphasized according to the expertise of the instructor.

BIOS 514-534. Special Topics in Biology (1-4 hours)

The course content will vary from offering to offering. It will meet the special needs of individuals within the master's program at UNCP and of students who seek credit by enrolling in special departmental offerings such as short courses, seminars, and special, intense summer experiences which focus on concepts within the discipline of biology. Offerings will be on an announced basis.

BIO 515. Advanced Microbiology

An introduction to the structure, metabolism, genetic control, growth and evolution of microorganisms, with emphasis on eubacteria, archaebacteria, viruses, and other subcellular entities; microbial activities, their interactions and the application of microbiological approaches in addressing problems which exist in today's environment will also be presented.

BIO 520. Current Trends in Molecular and Cellular Biology

This course is designed to provide the student with an awareness and appreciation of the rapidly changing trends in molecular and cellular biology. Discussion will include the medical potential and ethical issues raised by developments in these areas. Topics of discussion will include cloning, gene therapy, etc.

BIO 525. Evolutionary Botany

A survey of all photosynthetic organisms with emphasis on phylogenetic relationships. Topics covered will include early evolution of life and the part photosynthesis played, three billion years of evolution restricted to the aquatic habitat, and evolution of terrestrial plants over the last half billion years.

BIO 535. Evolutionary Zoology

A review of the basic workings of science, evolutionary concepts, and the animal kingdom. Topics will also include animal fossils, morphological & behavioral phylogeny, and human evolution.

CHEMISTRY AND PHYSICS DEPARTMENT (CHM/GLY/PHY)

CHM 520. Current Trends in Chemistry

A survey of current developments and trends in the various fields of chemistry.

CHM 548. Historical Perspectives of Chemistry

This course emphasizes the development of physical concepts in the discipline of chemistry from the earliest records through Aristotle, the alchemist and beyond, to the present. Topics include contributions of such scientists as Boyle, Lavoisier, Dalton, Mendeleev, Rutherford, and others. Discussions concerning their methods, motives, and the mental and social climate of their time are also included.

CHM 550. Spectroscopic Methods of Structure Determination
The student will be introduced to the process by which the modern organic chemist determines the atom-to-atom structure of organic molecules. A review of empirical and molecular formulas, and what can be learned from them, is included. However, the major focus of the course will be teaching the student about the use of a number of instrumental techniques that is used in the elucidation of individual molecular structures. The specific techniques, and how they relate to molecular structure determination, include: UV-VIS (ultra violet-visible spectroscopy), IR (infrared spectroscopy), Mass Spectrophotometry (simulated data only), and various introductory and advanced NMR (nuclear magnetic resonance spectroscopy) techniques, including Proton and Carbon-13, COSY, DEPT, and HETCOR.

CHM 560. Instruments for Chemical Analysis
A course examining the theory and operation of instrumentation used for quantitative and qualitative analyses of matter. A combination of lecture and laboratory activities will develop both student knowledge of and skills in a variety of modern spectroscopic, electrochemical and chromatographic techniques.

GLY 501. Essentials of Earth Science
Advanced study of topics in geology, meteorology, oceanography, and solar system astronomy.

GLY 502. Essentials of Earth History
An Advanced study of earth history as recorded in the rock record. Topics include geologic time; evolution of the continents, oceans and atmosphere; fossils and the development of life through time; and the historical development of geologic concepts. Prerequisites: GLY 501 or permission of the instructor.

GLY 504. Physiography and Ecology of the Atlantic Coastal Plain
A systematic study of the physical and cultural setting of the Atlantic Coastal Plain. Topics include soils, water, vegetation, landforms (including extensive study of Carolina bays), weather and climate, population, settlement and resource use. The course includes weekend field trips.

GLY 541. Meteorology and Climatology
Analysis and presentation of weather and climate information. Emphasis on explanatory methods in basic meteorology. Graphical representation and modeling of weather elements, atmospheric processes and climate regions.

PHY 520. Current Trends in Physics
A survey of current development and trends in the various fields of physics.

PHY 548. Historical Perspectives of Physics
This course emphasizes the development of physical concepts in the discipline of physics from the earliest records through Aristotle, Einstein and beyond, to the present. Topics include contributions of such scientists as Copernicus, Galileo, Newton, Boyle, Rutherford, Millikan, Bohr, DeBroglie, Schroedinger, and others. Discussions concerning their methods, motives and the mental and social climate of their time are also included.

PHY 550. Classical Mechanics
Newtonian mechanics, linear oscillations, non-linear oscillations, introduction to calculus of variation. Hamilton's principle and La Grange's equations, central force motion, non-inertial frames, rigid body dynamics, vibrating systems.

PHY 560. Modern Physics
Special theory of relativity; introductory quantum mechanics with applications to microscopic systems; Fermi-Dirac, Bose-Einstein statistics; and electronic bands in solids.

SCIENCE EDUCATION (SCE)

SCE 560. Foundations of Science Education

Historical, philosophical, sociological, political, and economic factors affecting science education in the schools of the United States will be analyzed. The goals of science education in the United States from the early nineteenth century to the present along with the implications of various learning theories and models for curriculum development will be examined. Current trends, issues, and problems in science education will also be evaluated.

SCE 561. Improving Classroom Instruction in the Life and Earth Sciences

This course will focus on the application of major principles of education and psychology for the improvement of science teaching in the secondary school life and earth science classrooms. This will include clarification of goals and objectives of science teaching, instructional strategies, assessment, elements of a desirable classroom climate and a critical analysis of research relevant to the teaching of the life and earth sciences.

SCE 562. Improving Classroom Instruction in the Physical Sciences

This course will focus on the application of major principles of education and psychology for the improvement of science teaching in the secondary school chemistry and physics classrooms. This will include clarification of goals and objectives of science teaching, instructional strategies, assessment, elements of a desirable classroom climate and a critical analysis of research relevant to the teaching of chemistry and physics.

SCES 563-573. Special Topics in Science Education (1-4 hours)

The course content will vary from offering to offering, but it will be designed to encompass a variety of concepts and pedagogy within the area of science education. It will meet the special needs of individuals within the master's program at UNCP, as well as students seeking credit in special offerings such as short courses, seminars, and special, intense summer experiences.

MASTER OF ARTS IN SOCIAL STUDIES EDUCATION (M.A.)

Coordinator: Kathleen C. Hilton

The Master of Arts (M.A.) in Social Studies Education program has two concentrations. The Licensure concentration is designed for experienced teachers who wish to increase their own knowledge, enhance social studies instruction for their students, and exercise professional leadership in social studies curriculum development within secondary schools. It builds upon and extends the multiple goals of UNC Pembroke's undergraduate social studies education program. The history and social science requirements are carefully structured to provide breadth of coverage and self-selected areas of concentration.The History/Social Science concentration is designed for students who do not hold or seek North Carolina teacher licensure but wish to pursue graduate study in history, enhanced by work in related social science fields.

The Master of Arts in Social Studies Education program will enable students to

1. Strengthen their history and social science knowledge base and analytical skills.
2. Enhance their understanding of the structure and methods of the individual academic disciplines and, therefore, their ability to make the material interesting and comprehensible to their students.
3. Become familiar with recent curriculum reform initiatives which have particular relevance for social studies teachers, including the essential thematic strands identified by the National Council for the Social Studies and the national standards developed for each content area.
4. Integrate recent scholarship and professional trends with their own classroom experiences.
5. Evaluate available technology resources (hardware and software) and determine their suitability for instructional purposes.
6. Assume professional leadership roles in curriculum development, instructional planning, and advocacy for social studies as an essential component of K-12 education.

Students will complete a capstone product of learning and, with the guidance of a project committee from the relevant academic discipline(s), prepare a professional presentation for colleagues prior to graduation.

PROGRAM-SPECIFIC ADMISSIONS STANDARDS (see also Graduate Admissions)

** Current SSE licensure and two years of full time social studies teaching experience;

** A letter of application describing what the applicant hopes to gain from the program and, in light of her or his current philosophy of social studies education, how the applicant assumes the program will affect classroom practices.

** [Non-licensure degree candidates will be required to sign a waiver of licensure statement and will be exempted from the two-year teaching experience stipulation. They will not be expected to submit a recommendation from a school administrator.]

Requirements for a Master of Arts in Social Studies Education Sem. Hrs.

Required Professional Studies Core 9

EDN* 550 Applied Educational Psychology
EDN* 565 Applied Philosophy of Education
EDN* 566 Applied Educational Research

Specialty Area Requirements

Advanced Methods 3

SSE 500 - Social Studies Curriculum Transformation

History (4 courses; 3 required courses and one elective) 12

Required Courses: Select one course from each category.

1. European History (HSTS 500-519)
   - HSTS 5xx - Topics in European History to 1500
   - HSTS 5xx - Topics in European History since 1500
2. Asian, African, Latin American History (HSTS 520-539)
   - HSTS 5xx - Topics in Asian History
   - HSTS 5xx - Topics in African History
   - HSTS 5xx - Topics in Latin American History
3. U. S. History (HSTS 540-559)
   - HSTS 5xx - Topics in U.S. History to 1890
   - HSTS 5xx - Topics in U.S. History since 1860

Elective: Select one additional course from the following:

- HST 510 - Advanced North Carolina History
- HST 520 - History of the South
- Any HSTS 5xx course offered. No topic may be repeated.

Social Sciences (4 courses) 12

Select two courses from *one* social science discipline. Both courses must be in the same field. (6 hours)

a. Economics**
b. Geography/Geology
c. PSPA (may include approved MPM*** courses)

Select two courses from any social science field not selected for the concentration. In addition to courses from any department listed above, the following are also approved electives. (6 hours)

American Indian Studies: AIS 505
Psychology: PSY 545 ****

Total: 36

Requirements for a Master of Arts in Social Studies Education: Sem. Hrs.
History/Social Science Concentration

CoreCourses 9

HST 500 - Historical Methods
HST 599 - Historical Research
SSE 500 - Social Studies Curriculum Transformation

Required History Element 15-18

Select at least one course from each of these regional categories:

1. HSTS 500-519 - Topics in Asian, African, Latin American History
2. HSTS 520-539 - Topics in European History
3. HSTS 540-559 - Topics in U. S. History

Required Social Sciences Element 9-12

Select from the fields of American Indian Studies, Economics, Geography/Geology, Political Science, or PSY 545

Total: 36

Note: For course descriptions, see listings in the following graduate degree programs: *M.A.Ed., **MBA, ***MPA, ****M.A. in School and Service Agency Counseling

COURSES

AMERICAN INDIAN STUDIES DEPARTMENT (AIS)

AIS 505. Contemporary Issues of American Indians

This seminar-style course examines major issues of American Indians in the 20th century. Both local and national in scope, topics to be addressed include: politics, economics, treaty relationships with federal and state governments, education, alcohol and substance abuse, the environment, cultural identity, relations with non-Indians, religious freedom, land and water rights, tribal sovereignty, and other issues as they arise. Alternate fall.

CHEMISTRY AND PHYSICS DEPARTMENT (GLY/GGY)

GLY 501. Essentials of Earth Science

Advanced study of topics in geology, meteorology, oceanography, and solar system astronomy.

GGY 503. Descriptive Regional Analysis

Qualitative definition of geographical regions in the light of human interests: physical, biotic, demographic and socio-cultural determinants; the relevance of regional factors for planning and policy issues in education, government, the economy, and the general welfare.

GGY 505. Geographics

Visualization of spatial data. Utilization of mapping software to create high quality graphics for interdisciplinary analysis in business, marketing, education, demographics, etc. Study of contemporary advances in computer mapping technology and geographic information systems.

HISTORY DEPARTMENT (HST/SSE)

Social Studies Core Course

SSE 500. Social Studies Curriculum Transformation (3 hours)

This course enables students to transform social studies instruction by incorporating recent scholarship and innovative teaching strategies in the social studies classes they teach. Topics will be addressed in a way designed to facilitate synthesis of academic learning and classroom experience, and aligned with advanced professional standards. *Prerequisite: Formal admission to the M.A. in Social Studies Program*

History/Social Science Core Courses

HST 500. Historical Methods (3 hours)

This course deals with methods of historical research, the critical evaluation of sources, primary as well as secondary, and the writing and oral presentation of an historical essay. Accordingly, one major course requirement is a research paper based on primary and secondary sources. Because the *process* of historical research is as important as the research *product*, this paper will be the culmination of a series of steps (completed both within and outside the classroom) designed to help each student master the elements of research and effective written and oral presentation.

HST 599. Historical Research (3 hours)

This course serves a capstone learning experience for M.A. in Social Studies Education students in the History/Social Sciences Concentration. Students will complete and present a directed, supervised research project. Graded on a Pass/Fail basis. *Prerequisite*: A complete proposal should be approved no later than the close of registration. Approval requires the signature of the supervising faculty member and of the History Department Chair.

Asian, African, Latin American History

HSTS 5xx - Topics in Asian History

The course examines a specific region, period, or theme in Asian history. Topics will vary, determined by the instructor's specialty.

HSTS 5xx - Topics in African History

The course examines a specific region, period, or theme in African history. Topics will vary, determined by the instructor's specialty.

HSTS 5xx - Topics in Latin American History
The course examines a specific region, period, or theme in Latin American history. Topics will vary, determined by the instructor's specialty.

European History
HSTS 5xx - Topics in European History to 1500
The course examines a specific region, period, or theme in European history prior to 1500. Topics will vary, determined by the instructor's specialty.

HSTS 5xx - Topics in European History since 1500
The course examines a specific region, period, or theme in European history since 1500. Topics will vary, determined by the instructor's specialty.

United States History
HSTS 5xx - Topics in U.S. History to 1890
The course examines a specific period or aspect of U. S. history prior to 1890. Topics will vary, determined by the instructor's specialty.

HSTS 5xx - Topics in U.S. History since 1860
The course examines a specific period or aspect of U. S. history since 1860. Topics will vary, determined by the instructor's specialty.

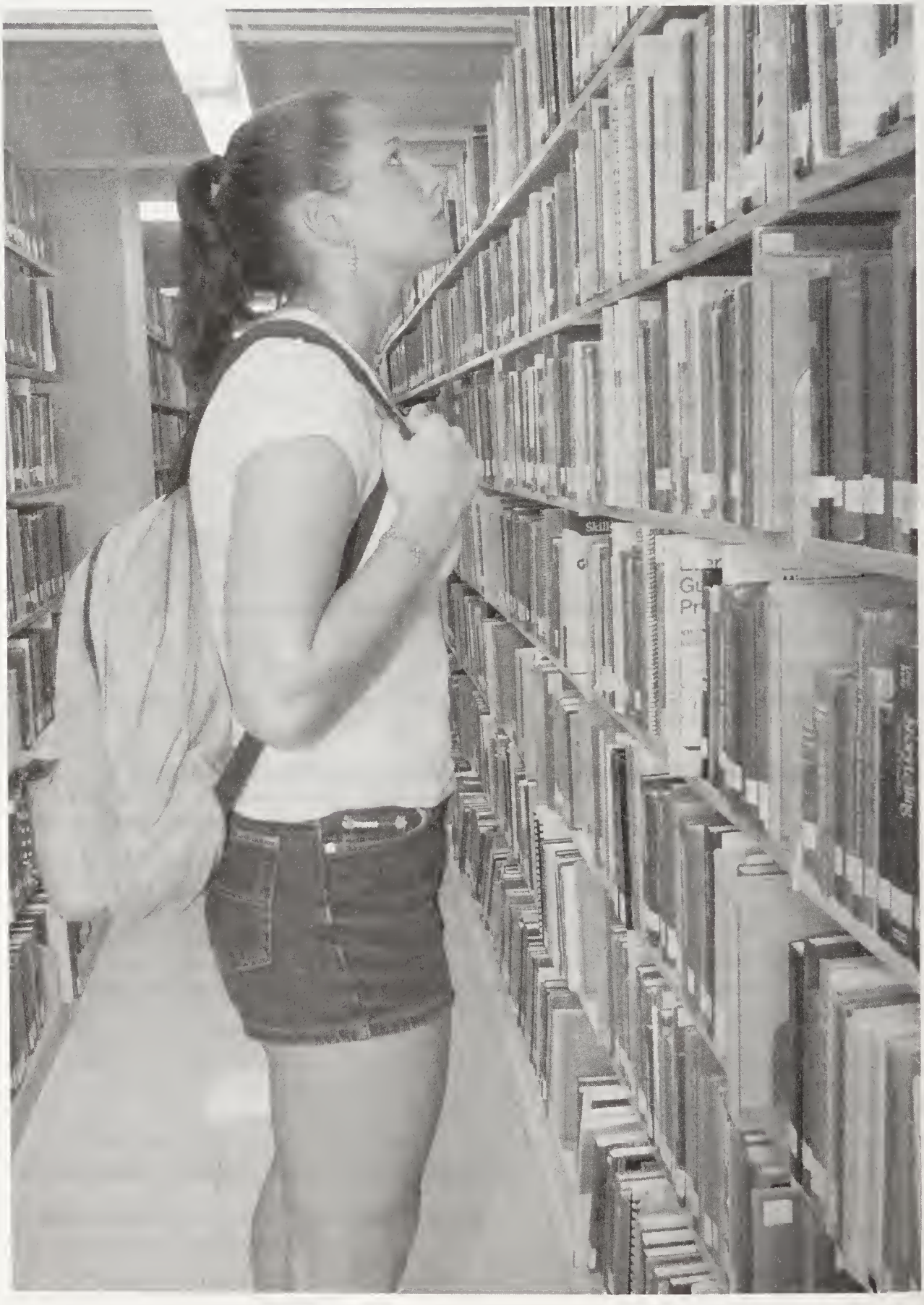
Additional History Electives
HST 510 - Advanced North Carolina History
An advanced study of the development of North Carolina from colonial beginnings to the present.

HST 520 - History of the South
A political, economic, and cultural study of the southern region with emphasis on the characteristics which make it distinctive.

HSTS 5xx - Topics in History
This course will focus on one topic which does not fit within any single geographic category used above.

POLITICAL SCIENCE AND PUBLIC ADMINISTRATION DEPARTMENT (PSPA)
PSPA 540. Systems of State and Local Government
Systematic survey of municipal, county, special district, and state governments, with special emphasis on critical examination of their roles and problems in the decision making process of respective political subdivisions.

PSPA 545. American Political Process
Examination of American political and governmental institutions and analysis of their process, relationship, and roles in the dynamics of the political system.



APPENDIX A

UNC History and Leadership 341
UNCP Leadership 343
Officers and Administrators 344
Faculty 347

HISTORY OF THE UNIVERSITY OF NORTH CAROLINA

In North Carolina, all the public educational institutions that grant baccalaureate degrees are part of The University of North Carolina. The University of North Carolina at Pembroke is one of 16 constituent institutions of the multi-campus state university.

The University of North Carolina, chartered by the N.C. General Assembly in 1789, was the first public university in the United States to open its doors and the only one to graduate students in the eighteenth century. The first class was admitted in Chapel Hill in 1795. For the next 136 years, the only campus of The University of North Carolina was at Chapel Hill.

In 1877, the N.C. General Assembly began sponsoring additional institutions of higher education, diverse in origin and purpose. Five were historically Black institutions, and another was founded to educate American Indians. Several were created to prepare teachers for the public schools. Others had a technological emphasis. One is a training school for performing artists.

In 1931, the N.C. General Assembly redefined The University of North Carolina to include three state-supported institutions, the campus at Chapel Hill (now the University of North Carolina at Chapel Hill), North Carolina State College (now North Carolina State University at Raleigh), and Woman's College (now the University of North Carolina at Greensboro). The new multi-campus University operated with one board of trustees and one president. By 1969, three additional campuses had joined the University through legislative action: the University of North Carolina at Charlotte, the University of North Carolina at Asheville, and the University of North Carolina at Wilmington.

In 1971, the General Assembly passed legislation bringing into The University of North Carolina the state's ten remaining public senior institutions, each of which had until then been legally separate: Appalachian State University, East Carolina University, Elizabeth City State University, Fayetteville State University, North Carolina Agricultural and Technical State University, North Carolina Central University, the North Carolina School of the Arts, The University of North Carolina at Pembroke, Western Carolina University, and Winston-Salem State University. This action created the current 16-campus University. (In 1985, the North Carolina School of Science and Mathematics, a residential high school for gifted students, was declared an affiliated school of the University.) By subsequent act of the General Assembly, the name of the University was changed to The University of North Carolina at Pembroke, effective July 1, 1996.

The UNC Board of Governors is the policy-making body legally charged with "the general determination, control, supervision, management, and governance of all affairs of the constituent institutions." It elects the president, who administers the University. The 32 voting members of the Board of Governors are elected by the General Assembly for four-year terms. Former board chairmen and board members who are former governors of North Carolina may continue to serve for limited periods as non-voting members emeriti. The president of the UNC Association of Student Governments, or that student's designee, is also a non-voting member.

Each of the 16 constituent institutions is headed by a chancellor, who is chosen by the Board of Governors on the president's nomination and is responsible to the president. Each institution has a board of trustees, consisting of eight members elected by the Board of Governors, four appointed by the governor, and the president of the student body, who serves ex-officio. (The NC School of the Arts has two additional ex-officio members.) Each board of trustees holds extensive powers over academic and other operations of its institution on delegation from the Board of Governors.

BOARD OF GOVERNORS OF THE UNIVERSITY OF NORTH CAROLINA

J. Bradley Wilson, Chairman ..... Durham
Teena S. Little, Vice Chairman ..... Southern Pines
G. Irvin Aldridge, Secretary ..... Manteo
Bradley T. Adcock ..... Durham
James G. Babb ..... Charlotte
J. Addison Bell ..... Matthews
F. Edward Broadwell, Jr. ..... Asheville
William T. Brown ..... Fayetteville
Angela R. Bryant ..... Rocky Mount
William L. Burns, Jr. ..... Durham
C. Clifford Cameron ..... Charlotte
Anne W. Cates ..... Chapel Hill
John F. A. V. Cecil ..... Asheville
Bert Collins ..... Durham
John W. Davis, III ..... Winston Salem
Jonathan L. Ducote ..... Raleigh
Ray S. Farris ..... Charlotte
Dudley Flood ..... Raleigh
Hannah D. Gage ..... Wilmington
Willie J. Gilchrist ..... Halifax
H. Frank Grainger ..... Cary
James E. Holshouser, Jr. (Emeritus) ..... Southern Pines
Peter Keber ..... Charlotte
Charles H. Mercer, Jr. ..... Raleigh
Barbara S. Perry ..... Kinston
Patsy B. Perry ..... Durham
Jim W. Phillips, Jr. ..... Greensboro
H. D. Reaves, Jr. ..... Fayetteville
Gladys Ashe Robinson ..... Greensboro
Benjamin S. Ruffin ..... Winston Salem
J. Craig Souza ..... Raleigh
Priscilla P. Taylor ..... Chapel Hill
Robert F. Warwick ..... Wilmington
Ruth Dial Woods ..... Pembroke

OFFICERS OF THE UNIVERSITY OF NORTH CAROLINA

MOLLY CORBETT BROAD, B.A., M.A. ..... President
GRETCHEN M. BATAILLE, B.A., M.A., D.A. ..... Senior Vice President–Academic Affairs
CHARLES R. COBLE, A.A., A.B., M.A.T., Ed.D. ..... Vice President–Program Assessment and Public Service
JEFFREY R. DAVIES, B.S., M.B.A., CPA ..... Vice President for Finance
L.B. CORGNATI, B.S., M.S. ..... Secretary of the University
RUSS LEA, B.S., M.S., Ph.D. ..... Vice President for Research and Sponsored Programs
J.B. MILLIKEN, B.A., J.D. ..... Senior Vice President for UniversityAffairs
ROBYN RENDER, A.S., B.S. ..... Vice President for Information Resources and Chief Information Officer
LESLIE WINNER, A.B., J.D. ..... Vice President and General Counsel–Legal Affairs

THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

CHIEF EXECUTIVES*

O.H. BROWN, Acting President (1940-1942)
B.S., North Carolina State; Ph.D., Johns Hopkins University

RALPH D. WELLONS, President (1942-1956)
A.B., M.A., Indiana University; Ph.D., Teachers College, Columbia University

WALTER J. GALE, President (1956-1962)
B.S., New Jersey State Teachers College; M. Ed., Ed.D., Duke University

ENGLISH E. JONES, President (1962-1972); Chancellor (1972-1979)
B.S., University of Kentucky; M.S., North Carolina State University; LL.D., Wake Forest University; D.H. Pembroke State University

PAUL R. GIVENS, Chancellor (1979-1989); Chancellor Emeritus (1989-)
B.A., M.A., George Peabody College; Ph.D., Vanderbilt University

JOSEPH B. OXENDINE, Chancellor (1989-1999); Chancellor Emeritus (1999-)
B.A., Catawba College; M.Ed., Ed.D., Boston University

ALLEN C. MEADORS, Professor and Chancellor (1999-)
B.B.A, University of Central Arkansas; M.B.A.., University of Northern Colorado; M.P.A., University of Kansas; M.A., M.A., Webster University; Ph.D., Southern Illinois University; FACHE

*This list includes chief executives since the institution became a totally collegiate-level institution. Prior to 1940, chief executives held the title of principal or superintendent. The title of President was changed to Chancellor beginning July 1, 1972, when the institution, as Pembroke State University, became a constituent institution of The University of North Carolina.

BOARD OF TRUSTEES: THE UNIVERSITY OF NORTH CAROLINA AT PEMBROKE

Marion Bass (2005) ..... Charlotte
Becky Bullard (2007) ..... Lumberton
Sybil J. Bullard (2005) ..... Pembroke
Sybil Lowry Collins (2005) ..... Pembroke
H. Thomas Jones, II (2005) ..... Whiteville
Arlinda Locklear (2007) ..... Jefferson, MD
Carl Meares (2005) ..... Fair Bluff
Gervais (Gary) Oxendine (2005) ..... Southern Pines
Sherry Dew Prince (2007) ..... Tabor City
Richard F. (Dick) Taylor (2007) ..... Lumberton
Nadean Hafner (2003-2004) SGA President ..... Myrtle Beach, SC

OFFICERS AND ADMINISTRATORS

CHANCELLOR

ALLEN C. MEADORS, B.B.A, M.B.A., M.P.A., M.A., M.A., Ph.D., FACHE

OFFICE OF THE CHANCELLOR

ROGER BROWN, B.S., M.A., Ph.D. ..... Provost and Vice Chancellor for Academic Affairs
TBA ..... Vice Chancellor for Advancement
R. NEIL HAWK, B.B.A. ..... Vice Chancellor for Business Affairs
JACQUELINE H. CLARK, B.A., M.Ed. ..... Vice Chancellor for Enrollment Management
DIANE O. JONES, B.S., M.S., Ed.D. ..... Vice Chancellor for Student Affairs
GLEN BURNETTE, Jr., B.A., M.Ed., Ed.D. ..... Vice Chancellor for University and Community Relations
DONNA G. PAYNE, J.D. ..... University Attorney
ANGELA P. WESTON, B.S., M.B.A. ..... Special Assistant to the Chancellor
SUELLEN CABE, B.S., M.S., Ph..D. ..... Director of Institutional Research and Planning
DAN KENNEY, B.S., M.A.Ed. ..... Director of Athletics
SUSAN EDKINS, B.A., M.S. ..... Assistant Director of Athletics
JOHN HASKINS, B.S., M.A. ..... Assistant Director of Athletics
SUSAN WEST, B.S., C.P.A., M.B.A. ..... Internal Auditor

OFFICE OF ACADEMIC AFFAIRS

ROGER G. BROWN, B.S., M.A., Ph.D. ..... Provost & Vice Chancellor for Academic Affairs
WILLIAM H. GASH, JR., B.S., M.B.A., M.M.Ed., B.M.Ed., Ph.D. ..... Associate Vice Chancellor for Academic Affairs
SARA BRACKIN, B.S., M.A. ..... Registrar
MARILYN BLACKBURN, B.A. ..... Assistant Registrar
STANLEY G. KNICK, B.A., M.A., Ph.D. ..... Director/Curator of Native American Resource Center
A. WARREN LOVE, B.S., M.Ed. ..... Director of Media Center
SANDRA STRATIL, B.A., M.A. ..... Director of College Opportunity Program
LARRY McCALLUM, B.A., M.A. ..... Director of TRIO Program
MARCUS COLLINS, B.S. ..... Counselor for Upward Bound
CAROLYN GODWIN, B.S., M.A.Ed. ..... Counselor for Student Support Services
KISHA DURANT, B.A. ..... Instructional Coordinator for Upward Bound
VANESSA COGDELL, B.A., M.Ed. .... Tutorial Coordinator for Student Support Services
MARY HELEN WALKER, B.S., M.A. ..... Director of Disability Support Services
SYLVIA T. JOHNSON, B.S., M.S. ..... Director of N.C. Health Careers Access Program
AMANDA CALVIN, B.A., M.A. ..... Director of University Writing Center
MAURICE MITCHELL, B.S., M.A., Ph.D. .... Assoc. Vice Chancellor for Information Resources
TOM JACKSON, B.S., M.S. ..... Executive Director, Administrative and Academic Computing
ALEXANDER N. CHEN, B.S., M.S., M.Ag., Ph.D. ..... Associate Vice Chancellor for International Programs
COLLIE COLEMAN, B.A., Ph.D. ..... Associate Vice Chancellor for Outreach
WARREN MCDONALD, A.A.S, B.A., M.A., M.A.Ed. ..... Director of Continuing Education & Distance Education
SYLVIA H. PATE, B.S., M.S. ..... Director of the Regional Center for Economic, Community, and Professional Development
GENE A. BRAYBOY, B.A., M.P.H. ..... Director of Sponsored Research & Programs
LYNDA W. PARLETT, B.A., M.S. ..... Assistant Director of Sponsored Research & Programs
ELIZABETH NORMANDY B.A., M.A. Ph.D ..... Director of Teaching and Learning Center
MICHAEL DECINTI, B.A., M.S. ..... Director of Broadcasting Programs, WNCP-TV
GEORGE JOHNSON, A.S.E.E., B.S., M.A.Ed. ..... Broadcasting Engineer/Instructor
SHEILA BRAYBOY, B.A. ..... Director of Health Careers Opportunity Program
VONDA GRAHAM, B.S. ..... HCOP Recruiter/Counselor

ELINOR FOLGER FOSTER, B.A., M.L.S., Ed.D. ..... University Librarian
JEAN E. SEXTON, B.A., M.S.L.S. ..... Associate University Librarian and Coordinator of Technical Services
MICHAEL C. ALEWINE, B.A., M.L.S. ..... Outreach/Distance Education Librarian
ROBERT ARNDT, B.A., M.A., M.F.A., M.L.S. ..... Reference/Instructional Services Librarian
LILLIAN D. BREWINGTON, B.A., M.L.S ..... Government Documents/Special Collections Librarian
ROBERT L. CANIDA, II, B.A., M.S.L.S. ..... Electronic Resources/Access Services Librarian
ANNIE H. COLEMAN, B.A., M.L.S. ..... Electronic Resources/Media Catalog Librarian
CARL J. DANIS, B.A., M.S., M.S.L.S. ..... Instructional Services/Reference Librarian
BARBARA A. GUSHROWSKI, B.S., M.L.S. ..... Serials Librarian
CYNTHIA E. SAYLOR, B.A. M.L.I.S. ..... Systems Librarian
SUSAN WHITT, B.A., M.L.S. ..... Acquisitions/Collection Development Librarian
DAVID W. YOUNG, B.A., M.A., M.L.S. ..... Catalog Librarian

THOMAS J. LEACH, B.S., M.A., Ph.D. ..... Dean, College of Arts and Sciences
LINDA OXENDINE, B.A., M.Ed., Ph.D. ..... Chair, American Indian Studies Department
JANETTE K. HOPPER, B.F.A., M.A., M.F.A. ..... Chair, Art Department
ANDREW N. ASH, B.S., M.S., Ph.D. ..... Chair, Biology Department
JOSE J. D'ARRUDA, B.S., M.S., Ph.D. ..... Chair, Chemistry and Physics Department
DENNIS H. SIGMON, A.B., M.A.T., Ph.D. ..... Chair, English, Theatre, and Languages Department
ROBERT W. BROWN, B.A., M.A., Ph.D. ..... Chair, History Department
JAMIE LITTY, B.A., M.S., Ph.D. ..... Interim Chair, Mass Communications Department
WILLIAM H. CAMPBELL, B.A., M.A., Ph.D. ..... Chair, Mathematics and Computer Science Department
GEORGE R. WALTER, B.M., M.M., Ph.D. ..... Chair, Music Department
JEFFERY L. GELLER, B.A., M.A., Ph.D. ..... Chair, Philosophy and Religion Department
ROBERT SCHNEIDER, B.A., M.A., Ph.D. ..... Chair, Political Science and Public Administration Department
PATRICK A. CABE, B.A., M.A., Ph.D. ..... Chair, Psychology and Counseling Department
RICHARD KANIA, B.A., M.A., Ph.D. ..... Chair, Sociology, Social Work, and Criminal Justice Department
MARGARET G. OPITZ, B.S., M.S., R.N., Ed.D. ..... Director, Nursing Program
NICHOLAS A. GIANNATASIO, B.A., M.P.A., Ph.D. ..... Director, Public Administration Program

ERIC DENT, B.S., Ph.D. ..... Dean, School of Business Administration
SHARON BELL, B.S., M.B.A., CPA ..... Director, Masters in Business Administration Program

WARREN BAKER, B.A., M.A.Ed., Ed.D. ..... Dean, School of Education
JANE L. HUFFMAN, B.S., M.S., Ed.D. ..... Chair, Education Department
TOMMY THOMPSON, B.S., M.A., D.A. ..... Chair, Health, Physical Education, and Recreation Department
JENNIFER BERRY ..... Director, Aerospace Studies(Air Force ROTC)
JOHNNY TORRE ..... Director, Military Science (Army ROTC)
CAROL HIGY, B.S., M.S., Ed.D. ..... Director, Teaching Fellows Program
DEBRA THOMPSON, B.A., M.A. ..... Director, Instructional Technology

KATHLEEN C. HILTON, B.Ed., M.A., Ph.D. ..... Dean, School of Graduate Studies

OFFICE OF ADVANCEMENT

TBA ..... Vice Chancellor for Advancement
TERESA OXENDINE, B.A. ..... Director of Donor Relations
AMBER RACH, B.A. ..... Director of Corporate and Foundation Relations
TBA. ..... Major Gifts Officer

OFFICE OF BUSINESS AFFAIRS

R. NEIL HAWK, B.B.A. ..... Vice Chancellor for Business Affairs
ILA KILLIAN, A.S., B.S.A.S. ..... Controller
ROGER KILLIAN, M.A. ..... Director of Budgets and Planning
LARRY FREEMAN ..... Director of Physical Plant
DAVID HELTON, B.S. ..... Director of Campus Police & Public Safety
ARTHUR K. HERNS, B.S. ..... Safety Officer
TBA ..... Director of Human Resources
EDWARD SCHEMPP, M.A. ..... Director of Business Services
KAREN SWINEY, B.A. ..... Bookstore Manager
MIKE NANCE, B.S. ..... Director of Food Services
BESS TYNER, P.E., B.S.M.E, B.S.A.M., M.M.E., M.P.A. ..... Director of Design & Construction

OFFICE OF ENROLLMENT MANAGEMENT

JACQUELINE H. CLARK, B.A., M. Ed. ..... Vice Chancellor for Enrollment Management
LELA CLARK, B.S., M.Ed. ..... Director of Admissions
JOHN MCMILLAN, B.S. ..... Associate Director of Admissions
BRUCE BLACKMON, B.A. ..... Director of Financial Aid
NANCY STARNES, B.S., M.A. ..... Assistant Director of Financial Aid
JONATHAN MAISONPIERRE, B.M., M.M., D.M.A. ..... Director of Advisement and Retention
SAUNDRA RICHARDSON, B.S., M.S. ..... Director of the Adult Learners Center, Assistant Director of Advisement and Retention

OFFICE OF STUDENT AFFAIRS

DIANE O. JONES, B.S., M.S., Ed.D. ..... Vice Chancellor for Student Affairs
LISA L. SCHAEFFER, B.S., M.Ed., Ed.D. ..... Associate Vice Chancellor for Student Affairs
PRESTON SWINEY, B.S., M.Ed. ..... Dean of Students
ABDUL GHAFFAR, B.A., M.S. ..... Director of Student Activities
JAMES BASS, B.A. ..... Assistant Director of Student Activities
MELANIE R. CLARK, B.A., M.S.W. ..... Director of Leadership and Service
CYNTHIA OXENDINE, B.S., M.A.Ed. ..... Director of Chavis University Center
MONICA S. OSBURN, B.A., M.A., Ph.D. ..... Director of Counseling and Testing
GEORGE GRESSMAN, B.A., M.S. ..... Assistant Director of Counseling and Testing
DENISHA SANDERS, B.A., M.S., Ph.D. ..... Director of Career Services
LORI BUMGARNER, B.A., M.Ed. ..... Assistant Director of Career Services
BETH CARMICAL, B.A., M.S. ..... Director of Multicultural Center
PATRICIA FIELDS, A.A., B.S. ..... Executive Director of Givens Performing Arts Center
DAVID THAGGARD, B.A. ..... Assistant Director, GPAC
GARY TREMBLAY, B.A., M.F.A. ..... Technical Director, GPAC
CORA BULLARD, B.S., RN ..... Director of Student Health Services
PAUL GORDON, M.D. ..... University Physician
CHERRY M. BEASLEY, B.S.N., M.S., R.N.C.S. ..... Family Nurse Practitioner
TONY CHAVIS, B.S. ..... Director of Intramurals and Facilities Manager

OFFICE OF UNIVERSITY AND COMMUNITY RELATIONS

GLEN G. BURNETTE, JR., B.A., M.Ed.,Ed.D. ..... Vice Chancellor for University and Community Relations
LORNA MCNEILL RICOTTA, B.A. ..... Director of Alumni Relations
TBA ..... Director of University Relations
SCOTT BIGELOW, B.A. ..... Associate Director of University Relations
BOBBY AYERS, B.S. ..... University Photographer
LAWRENCE LOCKLEAR, B.A. ..... Web Publisher

FACULTY SENATE

THOMAS A. DOOLING, B.S., M.S., Ph.D. ..... Chair of the Faculty Senate
HOLDEN HANSEN, B.A., M.F.A. ..... Secretary of the Faculty Senate

The Faculty Senate is the primary vehicle of faculty governance at UNC Pembroke. The Faculty Senate is an organization of faculty members who have been elected by the Faculty at large, or by the Faculty of one of five divisions: Arts, Education, Letters, Natural Science and Mathematics, and Social and Behavioral Sciences. The Senate is organized into three standing committees. These are the Faculty and Institutional Affairs Committee, the Student Affairs Committee, and the Academic Affairs Committee. Each committee also has subcommittees. Membership on the subcommittees is not limited to members of the Senate, but is open to all faculty members. The Faculty, through the Senate, is involved in the governance of the total University and is the principal academic policy-making body of the University.

THE FACULTY

The listing that follows includes full-time members of the faculty, administrative officers who hold faculty rank and/or who teach, and faculty in phased retirement. The date indicated is the year of initial appointment. Emeritus faculty and retired faculty are listed separately, below.

IRENE P. AIKEN (1994), Associate Professor, Department of Education
B.S., University of North Carolina at Chapel Hill; M.A.Ed., University of North Carolina at Pembroke; Ph.D., University of North Carolina at Chapel Hill

WILLIAM G. ALBRECHT (2002), Assistant Professor, Department of Political Science and Public Administration
B.S.B.A., Ferrum College; M.B.A., Western Carolina University; Ph.D., Southern University

MICHAEL C. ALEWINE (2003), Assistant Librarian, Outreach/Distance Education Librarian, Library Services
B.A., University of North Carolina at Wilmington; M.L.S., North Carolina Central University

TIMOTHY M. ALTMAN (1999), Instructor, Department of Music
B.A., Virginia Polytechnic Institute and State University; MME, University of Wisconsin-Whitewater

DAVID A. ANDERSON (2003), Visiting Assistant Professor, Department of History
B.A., M.A., University of Nevada–Las Vegas; Ph.D., University of North Carolina at Chapel Hill

VICKI T. ANDERSON, Adjunct Lecturer of Clinical Laboratory Sciences, Departments of Biology and Chemistry and Physics; Medical Technology Program Director at McLeod Regional Medical Center
B.S., University of Tampa

LARS ANDERSSON (2001), Lecturer, Department of Health, Physical Education, and Recreation; Women's Soccer Coach
B.S., Cumberland College; M.A., Union College

ROBERT ARNDT (2002), Instructor Librarian, Reference/Instructional Services Librarian, Library Services
B.A., Lenoir-Rhyne College; M.A., University of North Carolina at Charlotte; M.F.A., M.L.S., University of South Carolina

LARRY ARNOLD (1990), Associate Professor, Department of Music
B.M., University of Nebraska; M.M.,University of Wisconsin; Ph.D., University of Iowa

ANDREW N. ASH (1989), Professor and Chair, Department of Biology
B.S., Virginia Military Institute; M.S., North Carolina State University; Ph.D., University of Toronto

MOHAMMED ASHRAF (1999), Assistant Professor, School of Business
B.S., M.A., Ph.D., Northern Illinois University

LISA PEARSON BAKER (2001), Assistant Professor, Department of Sociology, Social Work, and Criminal Justice
B.A., Ph.D., University of Georgia; M.S.W., Florida International University

THOMAS WARREN BAKER (1992), Assistant Professor, Department of Education; Dean, School of Education
B.S., University of North Carolina at Pembroke; M.A., Fayetteville State University; M.A.Ed., East Carolina University; Ed.D., Campbell University

DANIEL G. BARBEE (1988), Professor, Department of Political Science and Public Administration;
B.S., Catawba College; M.A., Lehigh University; Ph.D., University of Tennessee

NANCY W. BARRINEAU (1989), Professor, Department of English, Theatre, and Languages
B.A., Asbury College; M.A., University of Kentucky; Ph.D., University of Georgia

CHERRY MAYNOR BEASLEY (1992), Assistant Professor, Nursing Program
B.S.N., University of Michigan; M.S., University of North Carolina at Chapel Hill

MARY GUY BEAVER (2000), Lecturer, Department of Health, Physical Education, and Recreation; Recreation Coordinator
B.S., M.S., Middle Tennessee State University; M.S., Berry College

DONALD E. BEKEN (1989), Associate Professor, Department of Mathematics and Computer Science
B.S.E.E., Valparaiso Technical Institute; B.S., Kent State University; A.M., West Virginia University; Ph.D., University of Mississippi

SHARON L. BELL (1989), Assistant Professor, School of Business; Director, Masters in Business Administration Program
B.S., University of North Carolina at Pembroke; M.B.A., Campbell University; CPA State of North Carolina

PAUL J. BERGHOFF (1975), Professor, Department of Education
B.A., M.A., Ph.D., University of Michigan

STEPHEN W. BERRY II (2001), Assistant Professor, Department of History (On leave)
B.S., Rollins College; M.A., Ph.D., University of North Carolina at Chapel Hill

OLLIE G. BISHOP (1979), Assistant Professor, School of Business
B.S., University of North Carolina at Pembroke; M.B.A., University of North Carolina at Chapel Hill; CPA, State of North Carolina

TARLETON BLACKWELL (2003), Visiting Professor, Department of Art
A.S.S., Gupton-Jones College; B.A., Benedict College; M.A., M.F.A., University of South Carolina

JEFF BOLLES (2003), Lecturer, Department of Health, Physical Education, and Recreation; Head Strength and Conditioning Coach
B.S., Cortland State University; M.A., University of North Carolina at Chapel Hill

STEVEN D. BOURQUIN (2003), Assistant Professor, Department of Mathematics and Computer Science
B.S.E.E., M.S., Ph.D., Ohio University

SUE T. BOWDEN (1990), Associate Professor, Department of Biology
B.A., Meredith College; M.A.T., Ph.D., University of North Carolina at Chapel Hill

JOHN R. BOWMAN (1979), Professor, Department of Sociology, Social Work, and Criminal Justice
B.A., University of Kentucky; M.S., Florida State University; Ph.D., Ohio State University

DEBRA HAMMONDS BRANCH (2001), Assistant Professor, Department of Sociology, Social Work, and Criminal Justice
B.A., B.S., University of North Carolina at Pembroke; M.S.W., East Carolina University

LILLIAN D. BREWINGTON (1988), Assistant Librarian, Government Documents/Special Collections Librarian, Library Services
B.A., University of North Carolina at Pembroke; M.L.S. North Carolina Central University

ANDREAS BROSCHEID (2003), Assistant Professor, Department of Political Science and Public Administration
Undrgraduate degree, Eberhard-Karls Universitat, Tubingen; M.A., Ph.D., State University of New York at Stony Brook

BETTY WELLS BROWN (2001), Associate Professor, Department of Education
B.A., Lander College; Ed.S., The Citadel; M.Ed., Ph.D., University of South Carolina

MONIKA C. B. BROWN (1982), Professor, Department of English, Theatre, and Languages
B.A., University of Georgia; M.A., Ph.D., Duke University

ROBERT W. BROWN (1979), Professor and Chair, Department of History
B.A., University of North Carolina at Chapel Hill; M.A., Marshall University; M.A., Ph.D., Duke University

ROGER GLENN BROWN (2000), Professor, Provost and Vice Chancellor for Academic Affairs
B.S., M.A., University of Tennessee; Ph.D., Johns Hopkins University

ALFRED BRYANT (2002), Assistant Professor, Department of Education; Director, Youth Opportunity Program
B.A., University of North Carolina at Pembroke; M.Ed., Ph.D., North Carolina State University

STEPHEN J. BUKOWY (1994), Associate Professor, School of Business
B.S., Pennsylvania State University; M.F.R, University of Georgia; M.B.A, College of William and Mary; Ph..D., University of Georgia

JANITA K. BYARS (2003), Associate Professor, Department of Music
B.M., Indiana University; M.M., Manhattan School of Music; M.S., Pace University; Ed.D., Teachers College of Columbia University

PATRICK A. CABE (1989), Professor and Chair, Department of Psychology and Counseling
B.A., M.A., University of Akron; Ph.D., Cornell University

SUELLEN CABE (1987), Associate Professor, Department of Chemistry and Physics; Director of Institutional Research and Planning
B.S., University of Akron; M.S., Ph.D., University of North Carolina at Chapel Hill

AMANDA CALVIN (2003), Lecturer, Department of English, Theatre, and Languages; Director, University Writing Center
B.A., M.A., University of North Carolina at Pembroke

WILLIAM H. CAMPBELL (1995), Professor and Chair, Department of Mathematics and Computer Science
B.A., M.A., Ph.D. University of Alabama

MARK CANADA (1997), Associate Professor, Department of English, Theatre, and Languages
B.A., Indiana University; M.A., Ph.D., University of North Carolina at Chapel Hill

ROBERT L. CANIDA, II (1995), Assistant Librarian, Electronic Resources/Access Services Librarian, Library Services
B.A., Xavier University, M.S.L.S., University of Kentucky

SUSAN M. CANNATA (1999), Assistant Professor, Department of English, Theatre, and Languages
B.L.S., M.A., Boston University; Ph.D., University of New Mexico

KELLY ANN CHARLTON (2000), Assistant Professor, Department of Psychology and Counseling
B.A., M.A., California State University; Ph.D., University of Missouri-Columbia

ALEXANDER N. CHEN (2001), Associate Professor, School of Business; Associate Vice Chancellor for International Programs
B.S., National Taiwan University; M.S., M.Ag., Ph.D., The Pennsylvania State University

ANNIE H. COLEMAN (2002), Assistant Librarian, Electronic Resources/Media Catalog Librarian, Library Services
B.A., Shaw University; M.L.S., University of South Carolina

WILLIAM COLLIER (2002), Assistant Professor, Department of Psychology and Counseling
B.S., Oklahoma Christian University; M.A., University of Central Oklahoma; M.S., Ph.D., Texas Christian University

RHODA P. COLLINS (1967), Professor, Department of Education
B.A., M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University

MANUEL ARTHUR CONLEY (1995), Senior Lecturer, Department of History
B.G.S., University of Nebraska; B.A., University of North Carolina at Pembroke; M.A., Boston University; D.A., Middle Tennessee State University

WESTON F. COOK, JR. (1994), Associate Professor, Department of History
B.A., University of New Hampshire; M.A., University of Wisconsin, Madison; Ph.D., Georgetown University

RICK CRANDALL (2003), Professor, School of Business
B.S., Florida State University; M.B.A., Ph.D., University of Memphis

SANDRA CROSS (1993), Associate Professor, Department of Health, Physical Education, and Recreation; Director of Community Health Education
B.S., Livingston University; M.Ed., University of North Carolina at Greensboro; Ed.D., University of Virginia

ANTHONY R. CURTIS (2002), Professor, Department of Mass Communications
B.A., M.A., Pennsylvania State University; Ph.D., Union Institute and University

JUDITH CURTIS (2003), Assistant Professor, Department of Mass Communications
B.A., Pennsylvania State University; M.A., Hood College;Ph.D., Union Institute and University

MARK DALEN (2002), Instructor, School of Business
B.S., Towson State University; M.B.A., The George Washington University

CARL J. DANIS (2002), Assistant Librarian, Instructional Services/Reference Librarian, Library Services
B.A., University of North Carolina at Greensboro; M.S., Central Michigan University; M.S.L.S., University of North Carolina at Chapel Hill

JOSE J. D'ARRUDA (1974), Professor and Chair, Department of Chemistry and Physics
B.S., Lowell Technological Institute; M.S., Ph.D., University of Delaware

DANNY ROSS DAVIS (1986), Associate Professor, Department of Health, Physical Education, and Recreation
B.S., Union University; M.A., Western Kentucky University; D.A., Middle Tennessee State University

MICHAEL DECINTI (2002), Instructor, Department of Mass Communications
B.A., Lock Haven University; M.S., Clarion University

BRUCE J. DEHART (1989), Associate Professor, Department of History
B.A., Greensboro College; M.A., Ph.D., University of North Carolina at Chapel Hill

ELIZABETH DENNY (1994), Associate Professor, Department of Psychology and Counseling
B.A., University of North Carolina at Chapel Hill; M.A., Ph.D., University of North Carolina at Greensboro

ERIC DENT (2003), Professor and Dean, School of Business
B.S., M.S., Emory University; M.B.A., Ph.D., George Washington University

WANDA JANE DICKSON (1990), Associate Professor, Department of Education
B.S., Indiana University of Pennsylvania; M.Ed., Duquesne University; Ph.D., University of Pittsburgh

THOMAS A. DOOLING (1996), Associate Professor, Department of Chemistry and Physics
B.S., M.S., Ph.D., Old Dominion University

DENNIS EDGELL (1996), Associate Professor, Department of Chemistry and Physics
B.S., M.A., Ph.D., Kent State University

SUSAN C. EDKINS (1991), Lecturer, Department of Health, Physical Education, and Recreation; Head Athletic Trainer; Assistant Director of Athletics; NCAA Compliance Officer
B.A., University of North Carolina at Chapel Hill; M.S., University of Oregon

SHERRY EDWARDS (1998), Associate Professor, Department of Sociology, Social Work, and Criminal Justice; Director, Social Work Program
B.S.W., Arkansas State University; M.S.W., Florida State University; Ph.D., University of South Carolina

VICTORIA ELMORE (2003), Lecturer, Nursing Program
B.S.N., University of Pennsylvania; M.S.N., Nurse Practitioner, Thomas Jefferson University

Wm. BRUCE EZELL, JR. (1999): Professor, Department of Biology
B.S., Lander College; M.S., Ph.D., Clemson University

MARTIN B. FARLEY (2001), Assistant Professor, Department of Chemistry and Physics
B.S., Ph. D., The Pennsylvania State University; M.A., Indiana University

PAUL ANTHONY FLOWERS (1989), Professor, Department of Chemistry and Physics
B.S., St. Andrews Presbyterian College; Ph.D., University of Tennessee

VALJEANER FORD (2003), Assistant Professor, Department of Education
B.S., M.A., Fayetteville State University; M.A., Webster University; Ed.D., Fayetteville State University

JANET FORTUNE (2002), Associate Professor, Department of Education
A.B., University of North Carolina at Chapel Hill; M.Ed., University of South Alabama; Ed.D., University of North Carolina at Greensboro

ELINOR FOLGER FOSTER (1999), Senior Librarian and University Librarian, Library Services
B.A., Wake Forest University; M.L.S., Ed. D. University of North Carolina at Greensboro

JAMES R. FREDERICK (1988), Assistant Professor, School of Business
B.A., University of Michigan; M.A., Ph.D., Wayne State University

JEFFREY J. FREDERICK (2003), Assistant Professor, Department of History
B.S.B.A., M.A., University of Central Florida; Ph.D., Auburn University

DAVID O. FRICKE (2000), Assistant Professor, School of Business
B.A., University of Missouri; M.B.A., Wharton School - University of Pennsylvania

FRAN FULLER (1994), Assistant Professor, Department of Sociology, Social Work, and Criminal Justice
B.A., Agnes Scott College; M.A., Goddard College; M.A.Ed., Western Carolina University; Ph.D., North Carolina State University

BRYAN GARMROTH (2002), Lecturer, Department of Health, Physical Education, and Recreation; Head Men's Basketball Coach
B.S., Livingston University; M.Ed., Arkansas Tech University

WILLIAM H. GASH, JR. (1992), Lecturer and Associate Vice Chancellor for Academic Affairs
B.S., University of North Carolina at Asheville; B.M.Ed., Maryville College; M.M.Ed., Florida State University; M.B.A., Western Carolina University; Ph.D., The University of South Carolina

JEFFERY L. GELLER (1983), Professor and Chair, Department of Philosophy and Religion
B.A., California State University (Northridge): M.A., Ph.D., Duke University

NICHOLAS A. GIANNATASIO (1998), Associate Professor, Department of Political Science and Public Administration; Director of Master of Science in Public Management Program
B.A., CUNY, College of Staten Island; M.P.A., Ph.D., Rutgers, The State University of New Jersey

JOSEPH W. GOLDSTON (1977), Professor, Department of Mathematics and Computer Science
B.S., M.S., Ph.D., University of North Carolina at Chapel Hill

JOSE O. GOMEZ (2003), Lecturer, Department of English, Theatre, and Languages
Licenciatura, Universidad del Valle; M.A., Northern Arizona University

WILLIAM R. GUFFEY (2002), Associate Professor, School of Business
B.S., North Carolina State University; M.S., University of North Carolina at Greensboro; Ph.D., Virginia Polytechnic Institute and State University

KIMBERLY K. GUNTER (2003), Assistant Professor, Department of English, Theatre, and Languages; Director of Composition
B.S., M.A., Middle Tennessee State University; Ph.D., University of Illinois

BARBARA A. GUSHROWSKI (2003), Assistant Librarian, Serials Librarian, Library Services
B.S., M.L.S., Indiana University-Purdue University—Indianapolis

ANITA R. GUYNN (2002), Assistant Professor, Department of English, Theatre, and Languages
B.A., M.A., Virginia Polytechnic Institute and State University; Ph.D., University of South Carolina

LINDA M. HAFER (1995), Lecturer, Department of Mathematics and Computer Science
B.S.Ed., M.S., Pittsburgh State University

TERRI HAMM (2003), Assistant Professor, Department of Psychology and Counseling
B.A., Defiance College; M.Ed., University of Toledo; Ph.D., Kent State University

HOLDEN HANSEN (1998), Assistant Professor, Department of English, Theatre, and Languages
B.A., University of Northern Iowa; M.F.A., University of Texas

GEORGE HARRISON (2003), Instructor, Department of Mass Communications
B.A., University of the South; M.B.A., Tennessee Technological University

JOHN C. HASKINS (1989), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Director of Athletics
A.S., Lees McRae College; B.S., University of North Carolina at Wilmington; M.A., Appalachian State University

MICHAEL R. HAWTHORNE (1990), Associate Professor, Department of Political Science and Public Administration
B.A., University of Missouri-Columbia; Ph.D., University of Michigan

KAREN HELGESON (1997), Associate Professor, Department of English, Theatre, and Languages
B.A.,Kenyon College; M.F.A., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill

LEWIS B. HERSHEY (2001), Visiting Associate Professor, School of Business
B.A., M.A., University of North Carolina at Chapel Hill; Ph.D., Louisiana State University

CAROL HIGY (2002), Assistant Professor, Department of Education; Director of Teaching Fellows Program
B.S., Malone College; M.S., Ed.D., University of Akron

KATHLEEN C. HILTON (1990), Professor, Department of History; Dean, School of Graduate Studies
B.Ed., Seattle University; M.A., Ph.D., Carnegie Mellon University

GANGADHAR R. HIREMATH (2002), Associate Professor, Department of Mathematics and Computer Science
B.A., M.A., Karnatak University; M.A., Ph.D., University of Pittsburgh

LEONARD D. HOLMES (1990), Associate Professor, Department of Chemistry and Physics
B.S., Westfield State College; Ph.D., Utah State University

JANETTE K. HOPPER (2002), Associate Professor and Chair, Department of Art
B.F.A., M.A., Boise State University; M.F.A., University of Oregon

ANN HORTON-LOPEZ (1992), Assistant Professor, Department of Art
M.S., University of Southwestern Louisiana; M.Ed., Ph.D., University of Missouri-Columbia

LESLIE HOSSFELD (2002), Assistant Professor, Department of Sociology, Social Work, and Criminal Justice
B.A., University of North Carolina at Wilmington; M.S.S., University of Mississippi; Ph.D., North Carolina State University

JANE LYNNE HUFFMAN (2001), Associate Professor and Chair, Department of Education
B.S., M.S., Radford University; Ed.D., Virginia Polytechnic Institute and State University

CAMMIE HUNT (1999), Lecturer, School of Business
B.S., M.B.A., University of North Carolina at Pembroke

DEOK-HYUN HWANG (2001), Associate Professor, Department of Mathematics and Computer Science
B.S., Seoul National University; M.S., Ph.D., Auburn University

VERA C. HYMAN, Adjunct Lecturer of Clinical Laboratory Sciences, Departments of Biology and Chemistry and Physics; Medical Director at McLeod Regional Medical Center
M.D., Medical University of South Carolina

CHARLES R. JENKINS (1971), Professor, Department of Education
B.S., M.A.Ed., East Carolina University; Ed.D., Duke University

LEON JERNIGAN (2002), Assistant Professor, Department of Biology
B.S., Campbell University; M.S., Ph.D., North Carolina State University

DEANA JOHNSON (2001), Lecturer, Department of English, Theatre, and Languages, College Opportunity Program
B.S., Wingate University, M.A., University of North Carolina at Pembroke

GEORGE JOHNSON (2001), Instructor, Department of Mass Communications; Television Engineer
A.A.S., Pitt Community College; B.S., M.A.Ed., University of North Carolina at Pembroke

JENNIFER JOHNSON (2003), Assistant Professor, Nursing Program
B.S.N., Barton College; M.S.N., East Carolina University

STEVE JOHNSON (2002), Lecturer, Department of Health, Physical Education, and Recreation; Softball Coach
B.S., Wartburg College; M.A., South Dakota State University

KAREN JONES (2000), Lecturer, Department of Biology
B.S., East Carolina University; M.S., North Carolina State University

VIRGINIA POMPEI JONES (2002), Assistant Professor, Department of English, Theatre, and Languages
A.B., Douglass College, Rutgers University; M.A.T., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro

CHESTER I. JORDAN (1979), Professor, Department of English, Theatre, and Languages; Director of Theatre
B.A., Emory and Henry College; M.A., University of Wyoming; Ph.D., Bowling Green State University

BEVERLY JUSTICE (1995), Lecturer, Department of Health, Physical Education, and Recreation; Women's Volleyball Coach; Athletic Trainer
B.S., University of North Carolina at Pembroke; M.A., Western Michigan University

RICHARD KANIA (1999), Professor and Chair, Department of Sociology, Social Work, and Criminal Justice
B.A., Florida State University; M.A., Ph.D., University of Virginia

ALICE L. KASSENS (2003), Instructor, School of Business
B.A., College of William and Mary; Ph.D. coursework, North Carolina State University

BONNIE A. KELLEY (1977), Professor, Department of Biology
B.S., North Georgia College; M.Ed., Ph.D., University of Georgia

LISA KELLY (1997), Assistant Professor, Department of Biology
B.S., Central Arkansas University; M.S., Vanderbilt University; Ph.D., North Carolina State University

DANIEL KENNEY (1998), Lecturer, Department of Health, Physical Education, and Recreation; Director of Athletics
B.S., M.A.Ed., East Carolina University

PAUL W. KILLIAN, JR. (1967), Professor, Department of Psychology and Counseling
A.B., M.A., East Carolina University; Ph.D., North Carolina State University

BEVERLY KING (2003), Associate Professor, Department of Psychology and Counseling
B.S., Concord College; M.A., East Tennessee State University; Ph.D., Purdue University

MARY ELIZABETH KLINIKOWSKI (1999), Lecturer, Department of Mathematics and Computer Science
B.S., B.A., University of North Carolina at Greensboro; M.A.Ed, University of North Carolina at Pembroke

STANLEY KNICK (1986), Director/Curator and Associate Research Professor, Native American Resource Center
B.A., University of North Carolina at Greensboro; M.A., Ph.D., Indiana University

ROBERT KREGER (2002), Associate Professor, Department of Education
B.S., M.A., Eastern Michigan University; Ph.D., University of Michigan

JOHN ANTOINE LABADIE (1994), Associate Professor, Department of Art
B.A., University of Dayton; M.A., Wright State University; Ed.D., University of Cincinnati

ROGER A. LADD (2003), Assistant Professor, Department of English, Theatre, and Languages
A. B., Princeton University; M.A., Ph.D., University of Wisconsin-Madison

JOSEPH LAKATOS (2003), Assistant Professor, School of Business
B.B.A., University of Notre Dame; M.B.A., J.D., St. John's University; LL.M., Boston University

NORMAN R. LAYNE, JR. (1977), Professor, Department of Sociology, Social Work, and Criminal Justice
B.A., M.A., Ph.D., University of Georgia

THOMAS J. LEACH (1975), Professor, Department of English, Theatre, and Languages; Dean, College of Arts and Sciences
B.S., U.S. Naval Academy; M.A., Ph.D., University of North Carolina at Chapel Hill

RAYMOND E. LEE (1996), Associate Professor, Department of Mathematics and Computer Science
B.S., M.Ed., West Virginia Wesleyan College; Ph.D., American University

JONATHAN P. LEWIS (2003), Assistant Professor, Department of English, Theatre, and Languages
B.A., Emory University; M.A., Georgia State University; Ph.D., University of California-Riverside

TULLA LIGHTFOOT (2003), Associate Professor, Department of Art
B.A., University of Connecticut; M.F.A., Instituto Allende; M.Ed., Ed.D., Teacher's College

CHARLES W. LILLIE (2002), Associate Professor, Department of Mathematics and Computer Science
B.S., Ph.D., University of Southwestern Louisiana; M.B.A., Florida State University

HOWARD G. LING (2001), Assistant Professor, School of Business
B.A., Davidson College; M.B.A., University of North Carolina at Charlotte; Ph.D., Old Dominion University

SANDI LITTLETON (1998), Lecturer, Department of Health, Physical Education, and Recreation; Women's Basketball Coach
B.S., East Carolina University; M..S., University of Lamar

JAMIE LITTY (2001), Assistant Professor and Interim Chair, Department of Mass Communications
B.A., New York University; M.S., Miami University of Ohio; Ph.D., Ohio State University

ELIZABETH MAISONPIERRE (1988), Associate Professor, Department of Music
B.M., Ohio Wesleyan University; M.M., D.M.A., University of Maryland

JONATHAN MAISONPIERRE (1998), Lecturer, Department of Music; Director, Office of Advisement and Retention; Coordinator, Freshman Seminar
B.M., Ohio Wesleyan University; M.M., D.M.A., University of Maryland

SIVANADANE MANDJINY (1996), Associate Professor, Department of Chemistry and Physics
B.Tech., University of Madras; M.Tech., I.I.T. New Delhi; M.Eng., University of Toronto; Ph.D., Universite de Technologie de Compiegne

STEPHEN M. MARSON (1977), Professor, Department of Sociology, Social Work, and CriminalJustice
B.A., Ohio Dominican College; M.S.W., Ohio State University; ACSW; Ph.D., North Carolina State University

HAROLD D. MAXWELL (1967), Professor, Department of Biology
B.S., M.S., Tennessee Polytechnic Institute; Ph.D., North Carolina State University

RAMI MAYSAMI (2003), Associate Professor, School of Business
B.S., M.S., Ph.D., Iowa State University

VIRGINIA K. McCLANAHAN (1999); Associate Professor, Department of English, Theatre, and Languages
B.A., St. Andrews Presbyterian College; M.A., American University; Ph.D., University of Illinois

MARK McCLURE (2002), Assistant Professor, Department of Chemistry & Physics
B.A., B.A., B.A., M.S., Ph.D., University of South Florida

JOHN McDONALD (2000), Visiting Lecturer, Department of Biology
B.S., North Carolina A&T State University; M.S., Atlanta University

C. VANCE McLAUGHLIN (2003), Associate Professor, Department of Sociology, Social Work, and Criminal Justice
B.A., Ph.D., Pennsylvania State University; M.S., Florida State University

OTIS McNEIL (2000), Clinical Associate Professor, Department of Education
B.S., M.A., Appalachian State University; Ed.S., University of North Carolina at Greensboro; Ed.S., Ed.D., Virginia Polytechnic Institute and State University

WILLIE McNEILL, JR. (1976), Professor, Department of Education
B.S., Livingstone College; M.S., North Carolina A&T State University; Ed.D., Pennsylvania State University

ALLEN C. MEADORS (1999), Professor and Chancellor
B.B.A, University of Central Arkansas; M.S., University of Northern Colorado; M.S., University of Kansas; M.S., M.S., Webster University; FACHE, Massachusetts Institute of Technology; Ph.D., Southern Illinois University

J. JOSEPH MILLER (2003), Assistant Professor, Department of Philosophy and Religion
B.A., Hampton-Sydney College; M.A., Virginia Polytechnic Institute and State University; Ph.D., University of Virginia

MERRILL P. MILLER (1989), Associate Professor, Department of Philosophy and Religion
B.A., Grinnell College; M.Div., Union Theological Seminary; M.A., Ph.D., Columbia University

EMIKO MIZUNUMA (2002), Assistant Professor, Department of English, Theatre, and Languages
B.A., Meiji University; M.A., Ph.D., New York University

GAIL MORFESIS (2000), Lecturer, Department of Music
B.M., M.M., Peabody Conservatory; D.M.A., University of Kentucky

ANNETTE MORGAN (2002), Visiting Instructor, Department of Psychology and Counseling
B.S., Florida State University; M.Ed., Georgia State University

JENNIFER MORGAN (2003), Lecturer, Department of English, Theatre, and Languages
B.A., Georgia State University; M.A., University of Missouri–Columbia

TEMEKIA MOSES (2002), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Women's Basketball Coach
B.A., University of North Carolina at Chapel Hill; M.A., Augusta State University

OTTIS MURRAY (1999), Assistant Professor, Department of Sociology, Social Work, and Criminal Justice
B.A., University of North Carolina at Pembroke; M.Ed., Ed.D., North Carolina State University

FRANK MYERS (2002), Lecturer, Department of English, Theatre, and Languages
B.A., M.A., University of North Carolina at Pembroke

DAVID NIKKEL (2002), Assistant Professor, Department of Philosophy and Religion
B.A., Yale University; M.Div., Methodist Theological School in Ohio; Ph.D., Duke University

ELIZABETH NORMANDY (1987), Professor, Department of Political Science and Public Administration; Director, Teaching and Learning Center
B.A., University of North Carolina at Chapel Hill; M.A., American University; Ph.D., University of South Carolina

PAUL O'NEIL (2000), Lecturer, Department of Health, Physical Education, and Recreation; Baseball Coach
B.S., Appalachian State University; M.A., Western Carolina University

MARGARET G. OPITZ (1992), Professor and Interim Director, Nursing Program
B.S., East Tennessee State University; M.S., Medical College of Georgia; R.N., Ed.D., Virginia Polytechnic Institute and State University

SARA OSWALD (1988), Lecturer, Department of English, Theatre, and Languages
A.B., St. Peter's College; M.A., Rutgers University

LINDA E. OXENDINE (1982), Professor and Chair, Department of American Indian Studies
B.A., University of North Carolina at Chapel Hill; M.Ed., Pennsylvania State University; Ph.D., University of Minnesota

MARIO PAPAROZZI (2003), Associate Professor, Department of Sociology, Social Work, and Criminal Justice
B.A., Kean College of New Jersey; M.A., Montclair State University; Ph.D., Rutgers University

JOHN A. PARNELL (2002), Belk Distinguished Professor of Management, School of Business
B.S.B.A., M.B.A., M.A.Ed., East Carolina University; Ed.D., Campbell University; Ph.D., University of Memphis

MARIA PEREIRA (1998), Assistant Professor, Department of Biology
B.S., Eduardo Mondlane University; M.S., Ph.D., University of Florida

DARRELL JESSE PETERS (1999), Assistant Professor, Department of English, Theatre, and Languages
B.A., Emory University; M.A., Ph.D., University of New Mexico

LESZEK PIATKIEWICZ (1995), Associate Professor, Department of Mathematics and Computer Science
M.S., University of Warsaw, Poland; M.S., Ph.D., University of South Carolina

ROBERT E. POAGE (2003), Visiting Assistant Professor, Department of Biology
B.S., Ph.D., University of Florida

ENRIQUE J. PORRÚA (2003), Lecturer, Department of English, Theatre, and Languages
B.A., Universidad Complutense de Madrid; M.A., Texas Tech University

RASBY MARLENE SNEAD POWELL (1996), Associate Professor, Department of Sociology, Social Work, and Criminal Justice
B.A., University of Florida; M.S., Ph.D., Florida State University

EDWARD L. POWERS (1988), Professor and Interim Dean, School of Business
B.S.B.A., M.B.A., West Virginia University; Ph.D., University of South Carolina

DEBRA S. PRESTON (1995), Associate Professor, Department of Psychology and Counseling; Director of Counseling Programs
B.S., M.A., East Carolina University; Ph.D., Virginia Polytechnic Institute & State University

ROBERT W. REISING (1971), Professor, Department of English, Theatre, and Languages
B.A., Michigan State University; M.A., University of Connecticut; Ed.D., Duke University

JOHN ERIC REISSNER (1976), Professor, Department of Chemistry and Physics
A.B., Harvard College; Ph.D., University of California

TIMOTHY M. RITTER (1996), Associate Professor, Department of Chemistry and Physics
B.S., Ph.D., State University of New York at Buffalo

LARRY W. RODGERS (1981), Lecturer, Department of Health, Physical Education, and Recreation; Track and Field Coach; Cross Country Coach
B.S., University of North Carolina at Pembroke; M.S., North Carolina Central University

THOMAS E. ROSS (1969), Professor, Department of Chemistry and Physics
B.A., M.S., Marshall University; Ph.D., University of Tennessee

MARY J. RUSSELL (2002), Associate Professor, Department of Mathematics and Computer Science
B.A., University of Tennessee; M.A., Ph.D., Emory University

MARILU E. SANTOS (1997), Associate Professor, Department of Biology
B.S., M.S., Ph.D., University of the Philippines

CYNTHIA E. SAYLOR (1996), Assistant Librarian, Systems Librarian, Library Services
B.A., Clinch Valley College of The University of Virginia; M.L.I.S., University of North Carolina at Greensboro

MICHAEL CLAUDE SCHAEFFER (1980), Lecturer, Department of Health, Physical Education, and Recreation; Soccer Coach; Assistant Track and Field Coach
B.A., Washington and Lee University; M.A., Appalachian State University

MELISSA SCHAUB (2003), Visiting Assistant Professor, Department of English, Theatre, and Languages
B.A.., New College of the University of South Florida; M.A., Ph.D., University of Wisconsin–Madison

DOUGLAS W. SCHELL (1990), Professor, School of Business
B.S., Pennsylvania State University; M.B.A., Brigham Young University; D.B.A., Indiana University

ROBERT O. SCHNEIDER (1982), Professor and Chair, Department of Political Science and Public Administration
B.A., University of Wisconsin; M.A., Ph.D., Miami University (Ohio)

LAWRENCE R. SCHULTZ (1978), Professor, Department of Education
B.S., Bowling Green State University; M.A., Ph.D., University of South Florida

FELICIA SCOTT (1998), Laboratory Instructor, Department of Chemistry and Physics
B..S., University of North Carolina at Pembroke; M.S., North Carolina Central University

JEAN E. SEXTON (1983), Associate University Librarian and Coordinator of Technical Services, Library Services
B.A., M.S.L.S, University of North Carolina at Chapel Hill

SHARON L. SHARP (1988), Associate Professor, Department of Education
B.A., State University of New York at Albany; M.A., Ed.D., West Virginia University

DENNIS H. SIGMON (1976), Professor and Chair, Department of English, Theatre, and Languages
A.B., High Point College; M.A.T., Appalachian State University; Ph.D., Purdue University

SARA SIMMONS (2000), Clinical Assistant Professor, Department of Education
B.A., M.Ed., University of North Carolina at Greensboro; Ph.D., University of Texas–Austin

DORETHA SINGLEY (2003), Assistant Professor, Nursing Program
B.S.N., M.S.N., University of Maryland

JULIE SMITH (2001), Assistant Professor, Department of History
B.A., Thiel College; M.P.A., University of Akron; M.A., Ph.D., Carnegie-Mellon University

PAUL J. SMITH (1981), Lecturer, Department of Health, Physical Education, and Recreation; Wrestling Coach; Director of Aquatics
B.A., North Carolina State University; M.A.T., University of North Carolina at Chapel Hill

DAVID R. SOUCY (2002), Instructor, School of Business
B.S., University of New Hampshire; M.S., Union College

MICHAEL SPIVEY (1999), Assistant Professor, Department of Sociology, Social Work, and Criminal Justice
B. S., M.A., Central Michigan University; Ph.D., York University

KAREN STANLEY (1999), Assistant Professor, Department of Education
B.A., Mars Hill College; M.R.E., Southeastern Theological Baptist Seminary; M.Ed., Ph.D., Virginia Commonwealth University

RALPH L. STEEDS (1975), Professor, Department of Art
B.A., Central State University; M.F.A., University of Oklahoma

FREDERICK STEPHENS (1992), Assistant Professor, Department of Sociology, Social Work, and Criminal Justice
B.S., University of North Carolina at Pembroke; M.S.W., University of California at Berkeley

SHELBY DEAN STEPHENSON (1978), Professor, Department of English, Theatre, and Languages; Editor, *Pembroke Magazine*
B.A., University of North Carolina at Chapel Hill; M.A., University of Pittsburgh; Ph.D., University of Wisconsin-Madison

TRAVIS L. STOCKLEY (2002), Assistant Professor, Department of Music
B.F.A., Illinois Wesleyan University; M.F.A., Northwestern University

MEREDITH L. STORMS (2002), Teaching Associate, Department of Chemistry and Physics
B.S., University of North Carolina at Pembroke; Ph.D., University of Georgia

SANDRA M. STRATIL (1985), Lecturer, Department of English, Theatre, and Languages; Director. College Opportunity Program
B.A., M.A., Morehead State University; M.A., Ed., Morehead State University

RAY KELLY SUTHERLAND (1985), Associate Professor, Department of Philosophy and Religion
B.A., Western Kentucky University; M.A., Ph.D., Vanderbilt University

BARBARA B. SYNOWIEZ (1999), Visiting Assistant Professor, Nursing Program
B.S.N., University of North Carolina at Chapel Hill; M.S.N., Duke University; Ph.D., University of Pennsylvania

HAROLD J. TEAGUE (1970), Professor, Department of Chemistry and Physics
B.S., Methodist College; M.S., Ph.D., North Carolina State University

WILLIAM STEWART THOMAS (2002), Instructor, School of Business
B.S., University of North Carolina at Chapel Hill; M.B.A., Campbell University

CAROLYN R. THOMPSON (2000), Professor, Department of Political Science and Public Administration; Director, University Honors College
B.A., Emmanuel College; M.S.W., Saint Louis University; Ph.D., The Johns Hopkins University

DEBRA THOMPSON (2003), Director of Instructional Technology, Department of Education
B.A., M.A., College of New Jersey

JOHN MARK THOMPSON (1998), Assistant Professor, Department of History
B.A., California State University; M.A., Ph.D., University of North Carolina at Chapel Hill

THOMAS McLEAN THOMPSON (1980), Professor and Chair, Department of Health, Physical Education, and Recreation
B.S., University of North Carolina at Pembroke; M.A., Western Carolina University; D.A., Middle Tennessee State University

JASON TINSELY (2003), Lecturer, Department of Health, Physical Education, and Recreation; Assistant Men's Basketball Coach
B.S., M.A., Northwestern State University

FRANK J. TRAPP (1990), Associate Professor, Department of Political Science and Public Administration
B.A., M.S., Ph.D., Florida State University

GARY TREMBLAY (2001), Lecturer, Department of English, Theatre, and Languages; Technical Director, Givens Performing Arts Center
B.A., St. Andrews Presbyterian College; M.F.A., Carnegie-Mellon University

WILLIAM LEE TRUMAN (1981), Associate Professor, Department of Mathematics and Computer Science
B.S., University of North Carolina at Pembroke; M.S., Ph.D., North Carolina State University

DAVID G. UNDERWOOD (1998), Lecturer, Department of English, Theatre, and Languages; Production Manager, Givens Performing Arts Center
B.A., Swarthmore College; M.F.A., University of North Carolina at Chapel Hill

PATRICIA D. VALENTI (1984), Professor, Department of English, Theatre, and Languages
B.A., Marymount College; M.A., Ph.D., University of North Carolina at Chapel Hill

DAVID J.W. VANDERHOOF (1995), Associate Professor, Department of Sociology, Social Work, and Criminal Justice
B.S., Utah State University; L.L.M., Temple University; J.D., University of Utah

PAUL VAN ZANDT (1969), Professor, Department of Art
B.F.A., Oklahoma State University; M.F.A., Tulane University

RICHARD R. VELA (1981), Professor, Department of English, Theatre, and Languages
B.A., M.A., University of Dallas; Ph.D., University of North Carolina at Chapel Hill

JAY VEST (2002), Associate Professor, Department of American Indian Studies
A.A.S., Green River Community College; B.A., University of Washington; M.A., M.I.S., Ph.D., University of Montana

JAMES WALL (2003), Lecturer, Department of Health, Physical Education, and Recreation; Athletic Training Coordinator
B.A., University of Michigan; M.S., Indiana University; P.T., New York University

GEORGE R. WALTER (1967), Professor and Chair, Department of Music
B.M., West Virginia University; M.M., Indiana University; Ph.D., West Virginia University

GUO WEI (1999), Assistant Professor, Department of Mathematics and Computer Science
B.S., M.S., Northwestern University; M.S., University of Texas; M.S., Ph.D., New Mexico State University

LILIANA E. WENDORFF (2001), Assistant Professor, Department of English, Theatre, and Languages
B.S., University of North Carolina at Pembroke; M.A., Ph.D., University of North Carolina at Chapel Hill

SUSAN F. WHITT (1999), Assistant Librarian, Acquisitions/Collection Development Librarian, Library Services
B.A., University of North Carolina at Greensboro; M.L.S., North Carolina Central University

TRACY WIGGINS (2003), Lecturer, Department of Music
B.M., Oklahoma State University; M.M., University of New Mexico

PETER WISH (1977), Professor, Department of Biology
B.S., Campbell University; M.S., Ph.D., North Carolina State University

VELINDA WORIAX (1994), Associate Professor, Department of Biology
B.S., University of North Carolina at Pembroke; M.S., Ph.D., University of North Carolina at Chapel Hill

GARY K. WRIGHT (1996), Associate Professor, Department of Music
B.M., M.A., Ed.D., University of the Pacific

DAVID W. YOUNG (2001) Instructor Librarian, Catalog Librarian, Library Services
B.A., Bates College; M.A., Appalachian State University; M.L.S., North Carolina Central University

MICHAEL CLEMENT ZACCARO (2001), Lecturer, School of Business
B.A., St. Andrews Presbyterian College; M.B.A., University of North Carolina at Pembroke

DAVID D. ZEIGLER (1989), Associate Professor, Department of Biology
B.S., Tarleton State University; M.S., Ph.D., University of North Texas

LASZLO ZSILINSKY (1998), Associate Professor, Department of Mathematics and Computer Science
M.S., Ph.D., University of South Carolina; M.S., Ph.D. Komenius University

RETIRED AND *EMERITUS FACULTY

***JAMES J. BARDSLEY (1990), Professor Emeritus, School of Business**
B.S., Virginia Polytechnic Institute and State University; M.B. A., University of Rochester; Ph.D., Syracuse University

RAY VON BEATTY (1972), Department of Psychology and Counseling
B.S., University of North Carolina at Pembroke; M.Ed., Ph.D., University of North Carolina at Chapel Hill

***MARY P. BOYLES (1977), Professor Emerita, Former Associate Vice Chancellor for Academic Affairs**
B.A., University of North Carolina at Greensboro; M.A., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro

CAROL W. BREWER (1988), Department of Mathematics and Computer Science
A.S., St. Mary's Junior College; B.A., University of North Carolina at Chapel Hill; M.A.Ed., University of North Carolina at Pembroke

ROBERT BRITTON (1991), Department of English, Theatre, and Languages
B.A., Pfeiffer College; M.A., University of Mississippi; Ph.D., Florida State University

***DALTON P. BROOKS (1976), Professor Emeritus, Department of Chemistry and Physics and School of Education**
B.S. University of North Carolina at Pembroke; M.S., Temple University; Ph. D. University of Miami

***ELLEN J. BRYAN (1970), Professor Emerita, Department of Health, Physical Education, and Recreation**
B.S., University of North Carolina at Pembroke; M.A.Ed., East Carolina University; D.A., Middle Tennessee State University

NORMIE L. BULLARD (1988), Library Services
B.S., University of North Carolina at Pembroke; M.L.S., North Carolina Central University

***LOREN L. BUTLER, II (1966), Professor Emeritus, Department of History**
B.A., M.A., University of Arkansas

LEONARD CASCIOTTI (1992), Department of Mathematics and Computer Science
B.S., Pennsylvania State University; M.A., University of Pennsylvania; Ph.D., University of Delaware

JAMES B. CHAVIS (1972), Former Vice Chancellor for Student Affairs
B.S., University of North Carolina at Pembroke; M.A.Ed., East Carolina University; Ed.D., Duke University

***JOHN CHAY (1969), Professor Emeritus, Department of History**
B.A., M.A., M.A.L.S., Ph.D., University of Michigan

HAZEL COATES (1996), School of Business
B.S., St. Andrews College; M.Ed., University of Georgia

***EDWIN W. CRAIN (1965), Professor Emeritus, Department of Health, Physical Education, and Recreation**
B.S., M.A., Appalachian State University; Ed.D., West Virginia University

***WILLIAM H. DEAN (1968), Professor Emeritus, Department of Education**
B.S., M.A., East Carolina University; Ed.D., West Virginia University

***ALBERT DUNAVAN (1965), Professor Emeritus, Department of English, Theatre, and Languages**
B.S., M.A., University of Nebraska

BEN JAY DRYMON (1977), Department of Education
B.S.,Davidson College; M.Ed., Ph.D., University of North Carolina at Chapel Hill

***JAMES B. EBERT (1956), Professor Emeritus, Department of Biology**
B.S., Louisiana State University and A&M College; A.M. Duke University

DAVID K. ELIADES (1967), Professor Emeritus, Department of History
A.B., University of North Carolina at Chapel Hill; M.A., East Carolina University; Ph.D., University of South Carolina

HAROLD T. ELLEN (1967), Department of Health, Physical Education, and Recreation
A.B.,Elon College; M.A., East Carolina University

MARJORIE FARMER (1965), Department of English, Theatre, and Languages
B.A., Tift College; M.A., University of North Carolina

***CARL M. FISHER (1967), Professor Emeritus, Department of Education**
B.S., M.S., Ph.D., Florida State University

***PAUL FREIWIRTH (1962), Professor Emeritus, Department of History**
Th.D., Atlantic Union College; M.A., Potomac University; Ph.D., University of Maryland

WILLIAM F. FRITZ (1974), Department of Music
B.M.,California Institute of the Arts; M.A., California State University of Pennsylvania; D.M.A., Miami University

***GRACE E. GIBSON (1966), Professor Emerita, Department of English, Theatre, and Languages**
B.A., University of North Carolina at Greensboro; M.A., Duke University

***PAUL R. GIVENS (1979), Chancellor Emeritus**
B.A., M.A., George Peabody College; Ph.D., Vanderbilt University

***GIBSON H. GRAY (1971), Professor Emeritus, Department of Political Science and Public Administration**
B.B.A., University of Texas; M.A., Ph.D., Columbia University

AGNES O. GREENE (1968), Department of Home Economics
B.S.,Florida Southern College; M.A., Northern Michigan University

***JAMES HUBBARD (1965), Professor Emeritus, Department of Psychology and Counseling**
B.A., M.A., University of Richmond; B.D., Union Theological Seminary; Th.M., Pittsburgh Theological Seminary

STANLEY R. JENKINS (1982), Department of Art
B.S.,Kutztown State College; M.Ed., D.Ed., Pennsylvania State University

***KENNETH P. JOHNSON (1964), Professor Emeritus, Department of Health, Physical Education, and Recreation**
B.S., Cortland State Teachers College; Ed.M., St. Lawrence University; Pe.D., Indiana University

***MIN-CHUAN KU (1965), Professor Emeritus, Department of Political Science and Public Administration**
L.L.B., National Cheng-chi University; China; M.A., University of Michigan; Ph.D., New York University

***ELIZABETH H. KUO (1967), Professor Emerita, Department of Chemistry and Physics**
B.S., National Taiwan University; M.A., University of Georgia; Ph.D., UNC Chapel Hill

***JESSE M. LAMM (1969), Professor Emeritus, Department of Education**
B.S., M.A., East Carolina; Ed.D., New York University

SHIRLEY SCHICK LEARN (1997), Library Services
B.A., East Stroudsburg University; M.S.L.S., Clarion University

***DONALD R. LITTLE (1974), Professor Emeritus, Department of Education**
A.B., Mercer University; M.Ed., Ed.D., University of Georgia

MAGNOLIA G. LOWRY (1970), School of Business
B.S., M.A., Appalachian State University

***JOSEF L. MANDEL (1972), Professor Emeritus, Department of English, Theatre, and Languages**
B.A., University of North Carolina at Pembroke; M.A., East Carolina University; M.A., Ph.D., University of North Carolina at Chapel Hill

ROBERT D. MAYNOR (1972), School of Business
B.S., University of North Carolina at Pembroke; M.B.A., Columbia University

JEROME A. McDUFFIE (1965), Department of History
B.A., University of North Carolina at Pembroke; M.A., Wake Forest University; Ph.D., Kent State University

JOSEPH A. McGIRT (1965), Department of Biology
B.A.,University of North Carolina at Pembroke; M.A.,George Peabody College

***L.L. MURRAY (1965), Professor Emeritus, Department of Education**
B.A., Atlantic Christian College; M.A., East Carolina University; Ed.D., University of Florida

C. DOUGLAS NORMAN (1989), Department of English, Theatre, and Languages
B.S.,Tennessee Polytechnic Institute; M.A., George Peabody College; Ed.D., University of Tennessee

***JOSEPH B. OXENDINE (1989), Professor, Chancellor Emeritus, Department of Health, Physical Education, and Recreation**
A.B., Catawba College; Ed.M., Ed.D., Boston University

***RAYMOND B. PENNINGTON (1963), Professor Emeritus, Department of Health, Physical Education, and Recreation**
B.S., East Carolina University; Ed.M., University of North Carolina at Chapel Hill; Ed.D., Duke University

***KATHRYN K. RILEIGH (1973), Professor Emerita, Department of Psychology and Counseling**
B.A., M.A., Ph.D., Vanderbilt University

JOHN RIM (1971), Department of Sociology, Social Work, and Criminal Justice
B.A.,Harvard University; M.A.,Ph.D., Columbia University

***ROBERT L. ROMINE(1974), Professor Emeritus, Department of Music**
B.S., M.A., Northeast Missouri State University, Ph.D., University of Iowa

***RAYMOND J. RUNDUS(1970), Professor Emeritus, Department of English, Theatre, and Languages**
B.A., College of Emporia; M.A., Wayne State University; Ph.D., University of Nebraska

***GILBERT L. SAMPSON (1966), Professor Emeritus, Department of Mathematics and Computer Science**
B.S., University of North Carolina at Pembroke; M.A., University of Arkansas; Ph.D., New York University

***FRANK A. SCHMALLEGER (1975), Professor Emeritus, Department of Sociology, Social Work, and Criminal Justice**
B.B.A., University of Notre Dame; M.A., Ph.D., Ohio State University

***JANIE B. SILVER (1960), Professor Emerita, Department of Education**
B.S., M.B.A., University of Georgia; Ed.D., University of Mississippi

HAROLD C. SLAGLE (1969), Department of Music
B.M.E., M.M.,University of Nebraska; Ed.D., University of Illinois

MICHAEL LINWOOD STRATIL (1979), Department of Psychology and Counseling
B.A., M.A., Ph.D., University of Florida

P. ALBERT STUDDARD (1970), Department of Philosophy and Religion
B.A., Mercer University; B.D., New Orleans Baptist Seminary; M.A., University of Louisville; Ph.D., Southern Baptist Theological Seminary

NORMA JEAN THOMPSON (1963), School of Business
B.S., University of North Carolina at Pembroke; M.A.,Appalachian State University; Ph.D., Georgia State University

***CLIFFORD W. TREMBLAY (1983), Professor Emeritus, Department of Mathematics and Computer Science**
A.B., George Washington University; M.A., Montclair State University; Ph.D., University of Illinois

***WILLIAM P. TURNER (1978), Professor Emeritus, Department of History**
A.B., A.M., Ph.D., West Virginia University

JOHN WALLINGFORD (1970), Department of Chemistry and Physics
B.Phys, M.Ed., University of Minnesota; M.S., Ph.D., Florida State University

ANN REAVES FENNEGAN WELLS (1960), Department of English, Theatre, and Languages
B.A., Coker College; M.A., East Carolina University

***RUDY D. WILLIAMS (1968), Professor Emeritus, Professor, Department of English, Theatre, and Languages**
B.A., Millsaps College; M.A., University of Mississippi; Ph.D., University of North Carolina at Chapel Hill

VIRGINIA WIRTZ (1999), Nursing Program
B.S., Spalding College; M.N., University of Florida; Ed.D., East Texas State University

***JUDITH L. WISH (1975), Professor Emerita, Department of Education**
B.S., Campbell College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., Duke University

SYLVESTER W. WOOTEN (1977), Former Director of Continuing Education, Extension, and Summer Session
B.S., Winston-Salem State University; M.S., Virginia State College; Ed.D., University of Virginia

APPENDIX B
SCHOLARSHIPS AND AWARDS

* indicates geographically restricted scholarships

Friends, faculty, alumni, corporations, and foundations have provided funds to aid students in the pursuit of academic achievement. A wide range of scholarships is available, some with specific restrictions. Students are encouraged to contact the Office of Financial Aid for application information on any of the following scholarships.

ALUMNI SPONSORED SCHOLARSHIPS 364
GENERAL SCHOLARSHIPS 365
DEPARTMENTAL SCHOLARSHIPS
COLLEGE OF ARTS AND SCIENCES 372
NURSING PROGRAM 378
SCHOOL OF BUSINESS 378
SCHOOL OF EDUCATION 379
SCHOOL OF GRADUATE STUDIES 382
SPECIALIZED SCHOLARSHIPS 382
AWARDS AND GRANTS 385

ALUMNI SPONSORED SCHOLARSHIPS

African American Alumni Scholarship

Established by the African-American Alumni Committee of UNCP, this non-endowed scholarship is presented to an African-American student who meets all academic requirements of the University. In addition the recipient will serve as a liaison between his/her peers and the African-American Alumni Committee. Preference is given to the child of an African American Alumnus. The recipient will be provided a mentor by the African-American Alumni Committee in addition to the scholarship. The recipient must be in financial need. This scholarship is not renewable.

Alumni Loyalty Fund Endowed Scholarship

The UNCP Alumni Association through its Alumni Loyalty Fund awards scholarships to qualified incoming freshmen who are the children of UNCP alumni. The scholarships are based on academic ability, demonstrated leadership, and a personal interview. Preference is given to those who are in need of financial assistance.

Triad Chapter of the UNCP Alumni Association Scholarship

The Triad Chapter of the UNCP Alumni Association established this scholarship in 2001 to assist a new generation of students in achieving an education in the supportive atmosphere each of them had during their time at UNCP. This non-endowed scholarship will be awarded half in the fall and half in the spring to students in any year of study, from any area of the country, and with any major field of study. Students must be full-time and maintain a minimum University standard QPA.

UNCP Alumni Soccer Endowed Scholarship

This scholarship was established to enable alumni, parents, and friends of the University to provide assistance to the sport of soccer at the University. Recipient(s) may be currently enrolled or incoming soccer player(s). Award is based on athletic ability in the sport of soccer. Recipient(s) will be bound by the stipulations of the University athletic grant-in-aid agreement. The award is renewable on an annual basis.

GENERAL SCHOLARSHIPS

Elsmer Ray and Edith V. Barnes Endowed Scholarship

Mr. Elsmer Ray Barnes generously provides this scholarship in loving memory of his wife and for the purpose of assisting aspiring students who demonstrate outstanding leadership potential. Based upon high school involvement and academic record, this scholarship is renewable for four years of continuous study. In order to maintain the scholarship, the recipient must be a full-time student and have a 3.0 QPA.

BellSouth Telecommunications, Inc. Endowed Scholarship

The scholarship is awarded annually to students who demonstrate and maintain high academic standards. Students will be selected who also have documented a need for financial assistance.

Pattie L. Brayboy Endowed Memorial Scholarship*

This scholarship was established in memory of Pattie L. Brayboy, a graduate of UNC Pembroke, class of 1967. Mrs. Brayboy was an outstanding educator and guidance counselor. She was respected by her students and peers and was dedicated to the intellectual development of her students for 21 years. The scholarship is to be awarded annually to graduating seniors from Purnell Swett High School who will be entering UNC Pembroke. The students must have an overall B average in their senior year plus a strong recommendation from the guidance counselor and principal. The recipient shall demonstrate financial need.

Charles I and Betty F. Bridger Endowed Scholarship*

This scholarship was established to provide the opportunity to attend UNCP to an individual from Bladenboro and/or Bladen County. The donors believe that education is essential and has an everlasting impact on the future.

The recipient must meet University academic standards and be in financial need. First preference is given to a freshman. The award is then renewable.

Judge Dexter Brooks Scholarship*

This scholarship was established in honor of Judge Dexter Brooks to provide financial support for low-income individuals in Robeson County who are eligible to attend The University of North Carolina at Pembroke. Eligible recipients of this scholarship must maintain a minimum 2.5 QPA and be full-time students. Awards of up to full tuition and fees, to occur half in the fall semester and half in the spring semester, will be made to undergraduate students and are renewable.

Peter Brooks Endowed Memorial Scholarship*

The Peter Brooks Endowed Memorial Scholarship was established in 1993 by family and friends as a living memorial to Peter Brooks. Peter Brooks was known in the community as a protector of freedom, a servant of the people, and a proponent of education. He was genuinely concerned about the welfare of others and encouraged continuing education. His philosophies form the hallmark of this scholarship, which is awarded to a part-time student who is working toward an advanced degree or alternate degree in a health-related area. The recipient must be an individual who lives or works in Robeson County and who demonstrates a spirit of community and civic responsibility. Awards are renewable.

Kathleen Price and Joseph M. Bryan Family Foundation Endowed Scholarship

Though the Bryan Family Foundation concluded their work in 2000, this endowed scholarship fund continues to provide support to disadvantaged students attending UNC Pembroke. The scholarship award is based on academic aptitude, as indicated by a sound scholastic record, and appropriately documented financial needs.

Sam Cernugel Endowed Memorial Scholarship*

The scholarship was established by family and friends to honor the memory of Sam Cernugel of Fairmont. Mr. Cernugel spent much time working to improve the quality of life in and around his home in Robeson County.

The recipient of the scholarship shall be a full time undergraduate in financial need who meets all academic requirement of the University. First priority will be given to a student who is a member,

or the child of a member, of the First Baptist Church, South Main Street, Fairmont. Failing a qualified candidate, the recipient will be a resident of Robeson County. The award is renewable.

Converse, Inc. Endowed Scholarship*

Endowed by Converse, Incorporated, Lumberton, NC, this scholarship is awarded annually to Robeson County Residents who consistently maintain an average of 3.0 or above. Open to all races and academic majors, the scholarship may be renewed as long as recipients make satisfactory progress toward completion of their degrees. It is understood that preference will be given to qualified students who are sons or daughters of former Converse employees and that financial need will not necessarily be a factor in the selection process.

Corporate Scholars Endowed Scholarship*

Initially endowed by an anonymous donor and sponsored by numerous corporate donors, this scholarship is awarded annually to students from Columbus, Hoke, Cumberland, Robeson, Moore, Bladen, and Scotland Counties. Recipients must meet all academic qualifications of the University and be in financial need. The scholarship award is renewable provided satisfactory performance is maintained. The award is available for no more than five years of study for an individual recipient.

Crestline Homes, Inc. Endowed Scholarship*

Crestline Homes, Inc. has established this scholarship to benefit the children of its employees, allowing them to further their education. The recipients shall be full-time undergraduate students maintaining at least minimum University standards of academic achievement. The award is available to students of any year of study and is renewable. The scholarship award provides funding toward tuition and fees plus an allowance for books.

Charles Gregory "C.G." Cummings, Jr. Endowed Memorial Scholarship

The scholarship was established in 1993 in memory of Charles Gregory "C.G." Cummings, Jr. by his family, Purnell Swett High students, faculty, and friends in his honor. "C.G." was 16 years old and a junior at Purnell Swett High. He was respected and loved by students and faculty. "C.G.'s" warm personality, caring attitude, and his involvement in church, school and community programs made a lasting impression on students, family and his many friends in the community. The scholarship is also in memory of "C.G.'s" friend Ray Ransom.

The scholarship is open to any academic major, and awarded annually to a deserving student who demonstrates qualities of leadership, humanitarianism, and who has met academic requirements.

Jerry Daniel Scholarship*

This scholarship was established to support The University of North Carolina at Pembroke and honor Jerry Daniel, a UNCP graduate in the class of 1968 and long-time coach at West Montgomery High School. The nonrenewable award will support a West Montgomery High School student entering his or her freshman year of study as a full-time undergraduate student.

The DanReece Endowed International Scholarship*

The first scholarship specifically for international students, the DanReece Endowed International Scholarship was established in 2001. Members of the Dial family wished to honor the memory of their parents/grandparents, Mr. Danford Dial, Sr. and Mrs. Reece Graham Dial, who were dedicated to their family, to education, and to the community. Through this scholarship, the Dials' children and grandchildren wish to provide the opportunity for an education to students from around the world. The recipient will be an international student. Failing a qualified international candidate, consideration will be given to Native American students from the region, state, or nation. Criteria for award include consideration of financial need and scholastic achievement. A minimum University QPA is required. Students may be either part-time or full-time, undergraduate or graduate.

William Howard Dean Scholarship

This scholarship was established to honor the patriarch of the Dean Family, "Howard" Dean. Mr. Dean served as Athletic Director, Basketball Coach, Vice-Chancellor for Academic Affairs, and Dean of Graduate Studies at The University of North Carolina between 1960 and 1992. Candidates must maintain a 3.0 QPA.

Ruby Carter Dial Endowed Memorial Scholarship*

The Donors wish to recognize distinguished service to education as a teacher, administrator, counselor and mentor to young people. Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, who are either full-or-part time undergraduate students in their junior year of study, and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The $500.00 annual award is merit based; candidates do not have to be of financial need. First preference will be given to a Robeson County American Indian enrolled in the teacher certification program, not receiving other financial aid, with demonstrated community service, involvement and experience in American Indian Youth programs and activities. The award will be made half in the fall and half in the spring and the award shall not exceed $500 per year. The award will be renewable if funds are available.

Dr. A.P. and Frances Dickson Scholarships*

A Dickson Scholarship is awarded annually to a full-time undergraduate student who currently resides in Hoke County, NC. Recipients are chosen on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the trust.

Eagle Distributing Company Endowed Scholarship*

Sponsored by Eagle Distributing Company, Lumberton, NC, this scholarship is awarded annually to a student who resides in Robeson County. The recipient shall be an average student (2.5 QPA) and be the child of blue collar working parents The recipient must be in need of financial assistance, a conscientious, hardworking individual who fosters a spirit of community and civic responsibility. Open to any major, the scholarship may be renewed as long as the recipient makes satisfactory progress toward the completion of his/her degree.

Paul R. And Lee Givens Endowed Scholarship

Established by Paul and Lee Givens, this scholarship is awarded annually to an academically gifted student. The scholarship may be renewed as long as the recipient maintains a 3.0 QPA or better. The decision regarding renewal will be made annually.

Dr. Paul R. Givens holds the position of Chancellor Emeritus, having served as Chancellor from 1979-1989 at UNC Pembroke.

Linda Gail Hammond Endowed Memorial Scholarship*

Established in 2001 to honor the memory of Linda Gail Hammond and to provide financial support for low-income individuals in Robeson County, NC who are eligible to attend the University. First consideration for award will be given to members of the Lumbee Native American Tribe who are residents of Robeson County, North Carolina. Second consideration will be given to other members of the Lumbee Native American Tribe. Third consideration will be given to other residents of Robeson County, NC. Recipients must maintain a minimum of 2.5 QPA, be full time students and demonstrate financial need. The awards will occur half in the fall semester and half in the spring semester; will be made to students in the freshman year of study; and, are renewable.

Mary Ann Hubbard Endowed Scholarship

This scholarship is given by James and Ellen Hubbard in memory of their daughter, Mary Ann Hubbard, who met a tragic death during her senior year in college. It is given in appreciation for her African-American roommate who meant so much to her during her illness. The scholarship is awarded annually to an educationally challenged student. The recipient must meet current academic requirements and be in financial need. It is renewable. This scholarship is designed to encourage academic perseverance.

Herman and Louise M. Jenkins Endowed Memorial Scholarship*

This scholarship was established by the family as a living memorial in honor of Herman and Louise M. Jenkins who were life-long residents of Richmond County, NC. It is designed to help students who are in need of financial assistance to continue their education at UNC Pembroke. First preference will be given to students from Richmond County who are planning to teach in Richmond County. Students must demonstrate that they are deserving of this award on the basis of achievement, motivation, and hard work.

The Jump Start Endowed Scholarship Fund

The Donor wishes to establish a scholarship designed for any student with a strong desire for an education and of financial need. The Jump Start Endowed Scholarship Fund is designed for persons who have a strong desire for a college education and want to give it a try. Therefore the recipient(s) shall be undergraduate students who meet or exceed minimum University standards. The candidate may be a recent high school graduate or may have been out in the working world for several years. The high school record is not the basis for this scholarship (as long as the applicants have the minimum requirements for UNCP admission); it is based on motivation. The award is available to students for any year of study and any major. The scholarship application must contain a letter expressing the applicant's desire for a college degree with the reasoning for this realization. The scholarship award shall equal tuition and fees for one semester. If the candidate succeeds and motivation continues, the scholarship is renewed each semester as long as there are sufficient available funds.

David K. Kuo Scholarship

The Kuo family and their friends established this scholarship to honor the memory of Dr. David K. Kuo, a dedicated professor of Biology who served The University of North Carolina at Pembroke for 30 years. Eligible recipients of this scholarship are full-time undergraduate students in any year of study. Financial need or specific major are not considerations for this honor. The award is renewable contingent upon sufficient funds being available.

Sarah and Louis C. LaMotte, Sr. Endowed Scholarship*

This scholarship was established in memory of Sarah Hunter LaMotte and Louis C. LaMotte, Sr., who lived in Maxton for over 40 years and who loved the people of Maxton. Dr. LaMotte was a Presbyterian minister and President of Presbyterian Junior College from 1939-1961, and Sarah LaMotte was an English teacher. They were especially pleased to have been of help to promising students who needed financial assistance to attend UNCP. The recipient of the scholarship must be a full-time student enrolled with the intention of earning a BS or BA degree. The recipient must be a resident of Maxton, NC. The award is based on demonstrated financial need, good citizenship and responsibility. Although not limited in area of study, some preference will be given those aspiring to be teachers.

Lance Foundation Endowed Scholarship*

The Lance Foundation scholarship fund was established in support of disadvantaged students attending UNC Pembroke. This scholarship is open to students from the Charlotte/Mecklenburg County area. It is based on academic aptitude as indicated by a sound academic record and financial need.

John Winston and Addie Mae Locklear Memorial Endowed Scholarship*

The scholarship was established by loving family members in memory of John Winston and Addie Mae Locklear, parents who believed in the value of education. It is available to all majors with a 3.0 QPA or better. The recipient must be a North Carolina resident and a full time student. The award is renewable annually.

James Lee Love Endowed Scholarship*

The James Lee Love Scholarship is awarded annually to a full-time North Carolina resident undergraduate student. Recipients are chosen on the basis of academic standing and financial need. Awards are nonrenewable and vary in amount according to income available from the trust.

Dennis Lowery and Family Scholarship*

Mr. Dennis Lowery and his family established this scholarship in 2001 to assist a local student in higher education. Candidate(s) for award of this scholarship shall be a resident of Robeson County, NC from the Pembroke, Prospect or Magnolia areas. Candidates will be selected based upon financial need. The candidate will be full time, in any year of study and maintaining a university minimum QPA. Awards will be made half in the fall and half in the spring. The award will be renewable if funds are available.

Zeb Lowery Endowed Scholarship

This scholarship was established by Dennis Lowry in 1999 in memory of his father Zeb Lowry.

The recipient of the scholarship shall be a full-time student. The recipient must maintain at least a 2.5 QPA to receive and renew the award. The scholarship is based on financial need.

Reba M. Lowry Endowed Scholarship

Established by Ira Pate Lowry in memory of his wife, Mrs. Reba M. Lowry, who served UNC Pembroke for many years as Dean of Women and Chairman of the Department of Foreign Languages, this scholarship is awarded annually to a student based on scholarship and need.

Dr. Gerald Dean Maynor Endowed Memorial Scholarship*

This scholarship was established by the family of Dr. Gerald Dean Maynor, former Chair of the Education Department of UNCP, in honor of his belief in the importance of education and his desire to help others succeed. The recipient of the scholarship will be a resident of Robeson County and a graduate of Purnell Swett High School. The recipient will be a full time undergraduate student with a minimum 3.0 QPA. The award is renewable.

Maria Frances Johnson McCrimmon Memorial Endowed Scholarship*

The scholarship was established in memory and honor of Maria Frances Johnson McCrimmon, an alumnae of UNCP, by her husband John H. McCrimmon, Sr. First preference for recipient(s) of the scholarship shall go to students from Bladen County, North Carolina. Failing qualified or sufficient numbers of applicants, next preference is to students from North Carolina, the United States and, finally, anywhere worldwide. The award is available to students of any year of study and is renewable.

Zula Lee and Thomas C. McRae Endowed Memorial Scholarship*

The scholarship was bequeathed to UNC Pembroke by Mr. McRae in memory of himself and his wife, Zula Lee McRae. The scholarship is awarded annually to an economically disadvantaged African-American student, with priority given to a resident of Robeson County.

North Carolina Native American Endowed Scholarship*

This scholarship was established in 2000 by a gift from UNCP alumnus Christopher Kirks and funded by individuals and corporate donors, including Progress Energy, to provide financial assistance to North Carolina Native American students who may otherwise not be afforded an education. Criteria for award of these scholarships include: that the recipient(s) be of NC Native American ancestry with distribution equally among all NC (recognized) Indian tribes represented. The recipient(s) must be full time undergraduate students with a minimum QPA and a demonstrated financial need. There is no preference regarding subject major or year of study.

Earl Hughes Oxendine Endowed Memorial Scholarship*

The Earl Hughes Oxendine Endowed Memorial Scholarship was established in 1991 by family and friends to honor this long-time educator who graduated from UNC Pembroke in 1957. Awards will be made to deserving students from the region who demonstrate qualities of leadership, service, and integrity. Recipients must receive the recommendation of their high school advisor or principal. Awards will normally be renewed to the recipient as long as h/she remains in good standing at the University. Decisions for renewal will be made annually.

The Mr. and Mrs. Jesse Edward Oxendine Endowed Scholarship

The Donors wish to assist students who are interested in pursuing a medical career, with preference in the area of pre-Pharmacy. Candidate selection shall be based upon: full-time enrollment; either undergraduate or graduate status; pursuing a medical career (pre-Pharmacy preference); adherence to a 2.5 QPA; and financial need. Should there be two candidates of equal qualifications, first preference shall be granted to a Native American. There is no preference of residency or year of study. The scholarship shall be renewable.

Louis and Millie Oxendine Endowed Scholarship*

The scholarship was established by Louis S. Oxendine because of his belief in the importance of education and the desire to assist a student at UNCP. The recipient must be a resident of North Carolina and an undergraduate. Initial award will be to a student with a 3.0 QPA and with financial need. First preference is given to a freshman. The award is renewable as long as the student maintains an academic average of 2.5 QPA after the junior year.

David D. Parke Endowed Scholarship*

This scholarship was established in memory of David D. Parke. Mr. Parke was a pre-med student at Washington University in St. Louis, Missouri, when he was drafted into the service during the Korean War; he was listed as Missing in Action in 1952. North Carolina residents or military-affiliated students enrolled in their junior or senior year of study who are participating in the Health Careers Access Program with the intention of pursuing a health career are eligible to receive this renewable award. Recipients must maintain a minimum of 3.3 to 3.5 QPA and be full-time undergraduate students.

Pembroke Business and Professional Women's Organization Scholarship

This renewable scholarship was established to provide financial assistance to women who need further education to obtain a promotion, change career fields, or return to the job market. Recipients must maintain a minimum University QPA.

Julian T. Pierce Endowed Memorial Scholarship*

This scholarship was established by the trustees of the Julian T. Pierce Memorial Fund for the purpose of creating a living memorial to Julian T. Pierce. Mr. Pierce, a Lumbee Indian, was a humanitarian with great courage and foresight who demonstrated his concern for the poor and the underprivileged in Robeson County, NC.

The scholarship is to be awarded annually to a resident(s) of Robeson County, who is/are in financial need, and has/have demonstrated scholastic and leadership abilities. The scholarship provides the student(s) with full tuition for an academic year. It will normally be renewed each academic year providing the recipient(s) maintain a 3.0 QPA or better.

Gilbert D. Prevatte Endowed Memorial Scholarship*

The donors wish to honor the memory of Mr. Tony Prevatte's brother, Gilbert D. Prevatte, a 1979 UNCP graduate. Eligible candidates are residents of Robeson County, NC, enrolled as full-time undergraduate students in any year of study. The recipient must maintain a 3.0 QPA and may major in any area of study. The amount of this scholarship will be awarded in two allotments: half in the fall semester and the remaining half in the spring semester. The award will be renewable if funds are available.

The Percy Richardson Endowed Memorial Scholarship

The Donors wish to assist in providing educational opportunities to Native American college students at The University of North Carolina at Pembroke, an accredited four-year University. Candidate selections shall be based upon the following criteria: (1) first preference shall be to Native Americans who are affiliated with a State Recognized Tribe or Terminated Tribe (as evidenced by proof of Tribal enrollment) situated on the East Coast as far west as the Ohio state line, second preference shall be to Federally recognized Native Americans, and last option would be to other students seeking to secure a degree with emphasis on American Indian Studies; (2) no subject major preference unless the scholarship is not awarded to a Native American, in which case, the recipient would have to be seeking a degree with emphasis on American Indian Studies; (3) a minimum University standard QPA; (4) no preference to year of study and is renewable for three additional years (total of four years); and, (5) full-time undergraduate status. Applicant must carry at least 12-16 credits, depending upon the University's requirements for full-time status. If a freshman, the recipient is required to utilize the scholarship within nine months after high school graduation. If the recipient experiences a medical or family hardship and withdraws from school, the recipient is required to return to school within one year in order to retain the scholarship.

William A. Roach/Lumberton Rotary Club Scholarship*

The award was established in memory of William A. Roach, a charter member of the Lumberton Rotary Club. It is awarded annually to a resident of Robeson County who is in financial need, has demonstrated scholastic and leadership abilities, and is deserving.

Rust Enterprises, Inc. DBA McDonald's Endowed Scholarship*

The Rust Enterprises, Inc. DBA McDonald's Scholarships are provided for full or part-time students who are employees of Rust Enterprises, Inc. DBA McDonald's. It is anticipated that these scholarships will reward deserving regional youth, instilling in them a strong work ethic, as well as a

commitment to further their education and career goals. Recipients must maintain a 2.25 QPA or better. Financial need is not a consideration. Scholarship renewals will be considered if the recipients make satisfactory progress in their programs. Up to ten scholarships will be awarded.

Saint Albans Masonic Endowed Scholarship*

The members of the Lumberton St. Albans Masonic Lodge established this scholarship to help deserving youth in Robeson County, North Carolina receive a quality education. Criteria for award of these scholarships include residency in Robeson County, North Carolina and a minimum University standard QPA The recipient(s) shall demonstrate financial need, be in their freshman year of study and be registered as a full time student. Two scholarships will be awarded with award occurring half in the fall and half in the spring. The scholarship is not renewable.

Oscar R. Sampson Endowed Scholarship

Established by family and friends of Oscar R. And Susie J. Sampson, this award is to be presented annually to a Native American student who has met all admission requirements to enroll, or who is currently enrolled at UNC Pembroke. The recipient must possess those qualities of integrity, leadership, scholarship, and service that Mr. Oscar R. Sampson held so dear. The recipient must be in need of financial assistance. The award will cover tuition and fees for the academic year.

R.E. Smith, Jr., and Cora T.Y. Smith Endowed Scholarship

This scholarship has been designated for an academically talented Native American student demonstrating financial need. Funded by the S.C. Dames of the XVII Century, this scholarship was established in memory of R.E Smith, Jr., and Cora T.Y. Smith. Mrs. Smith was a former member of many genealogical societies. She was well loved and respected by all who knew her.

Staff Council Scholarship

Established to honor the staff and family members of UNCP staff, candidates for this award are full-time staff members (who have successfully completed probation) or the child or spouse of such a staff member. High school graduates applying must have a 2.0 GPA.

Student Book Scholarship

This scholarship was established by donors who observed that students struggling to pay tuition and fees may be unable to afford their textbooks. Any student may apply for this annual scholarship through the Financial Aid Office.

C.M. and M.D. Suther Endowed Scholarship*

A C.M. and M.D. Suther Scholarship is awarded annually to a full-time North Carolina resident undergraduate student on the basis of academic standing and financial need. Awards are non-renewable and vary in amount according to income available from the trust.

Earl A. And Ophelia Thomas Endowed Scholarship

Earl A. Thomas graduated from Pembroke Indian Normal School (the predecessor to today's UNCP) in 1934 while his wife Ophelia Thomas graduated in 1933. Named in their memory, this scholarship is awarded annually to two academically talented Native Americans, first preference to one male and one female, who demonstrate a need for financial assistance. Recipients must maintain a minimum 3.0 QPA and is renewable.

WestPoint Stevens/Alamac Knit Fabrics Endowed Scholarship*

This scholarship is awarded to a student from southeastern North Carolina who demonstrates above average academic ability and is in need of financial aid to be able to continue his/her undergraduate education.

COLLEGE OF ARTS AND SCIENCES DEPARTMENTAL SCHOLARSHIPS

DEPARTMENT OF AMERICAN INDIAN STUDIES

Pembroke Chamber of Commerce Endowed Scholarship

This scholarship was established by the Pembroke Chamber of Commerce and is to be awarded to qualified students majoring in American Indian Studies.

Adolph L. Dial Endowed Scholarship

This scholarship was established by Dr. Adolph Dial, the first chairman of the American Indian Studies Department at UNC Pembroke. The award is made annually to a student majoring in American Indian Studies.

Jane C. Oxendine Endowed Scholarship

The Jane Oxendine scholarship was established by the Pembroke Chapter of the UNCP Alumni Association in recognition of Mrs. Oxendine's dedication to the preservation of the American Indian culture. The recipient must have a major or minor in American Indian Studies. The recipient shall be enrolled in good standing at the University and be in need of financial assistance. The recipient must be actively involved in cultural activities on and off campus.

Jim Thorpe Scholarship

This scholarship was established by UNCP professor and Thorpe scholar Dr. Robert Reising to reward a deserving student as well as to honor "the Greatest Athlete in the World." Jim Thorpe, a Sac and Fox Indian, Olympic and professional athlete, was a one-time resident of North Carolina. Criteria for award of this scholarship include a demonstrated financial need, full-time undergraduate student status, and, preferably, majoring in American Indian Studies. One scholarship will be awarded in the fall of the year. The scholarship is renewable.

DEPARTMENT OF ART

Gene Locklear Endowed Scholarship in Art

This scholarship was established by friends of Gene Locklear, a Pembroke native, former professional baseball player and renowned artist. Mr. Locklear's paintings, primarily depicting Native Americans, have owners worldwide and include the governor of North Carolina and baseball legend Pete Rose. One of Mr. Locklear's paintings was even selected to hang in the White House.

This scholarship is awarded annually to an Art major. The recipient is selected on the basis of artistic ability and/or need.

Magenta Maynor Endowed Scholarship in Art*

Established in 2000 by her daughter, Dr. Jayne P. Maynor, this scholarship honors the memory of Magenta J. Maynor, a member of the UNCP class of 1949 who loved sharing the joy, beauty and enrichment of art with her students. The recipients of this scholarship will be residents of North Carolina with a major in art. Recipients must maintain a minimum of 2.5 QPA and be full time students. The two awards will occur half in the fall semester and half in the spring semester, can be made to students in any year of study and are renewable.

DEPARTMENT OF BIOLOGY

Dr. Robert F. Britt Endowed Memorial Scholarship

The Robert F. Britt scholarship was established by family, students, and friends to honor the memory of long-time faculty member and Biology Department Chairman, Dr. Robert F. Britt. The scholarship is awarded annually to a Biology major who has shown interest in the Plant Sciences.

James B. Ebert Scholarship

This non-endowed scholarship is awarded annually to a student majoring in Biology at UNCP Pembroke who will specialize in the study of Ecology. The criteria for selection are a 3.0 QPA and motivation and ecological commitment. Financial need is not a consideration. The award is renewable.

James B. Ebert, Professor Emeritus in Biology, has served the University since 1956 as Dean of Student Affairs and Assistant to the President during the 1960s and Associate Professor of Biology.

GlaxoSmithKline, Inc. Women in Science Endowed Scholarship

The purpose of the GlaxoSmithKline, Inc. Women in Science Scholars Endowed Scholarship is to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession, and to provide students with a woman scientist mentor at GlaxoSmithKline, Inc. Students must have a GPA of 3.0 or better. Students' QPA must remain at 3.0 or better to be eligible to continue to receive the award.

DEPARTMENT OF CHEMISTRY AND PHYSICS

Doctors Cecil and Naomi Lee Conley Endowed Scholarship in Chemistry*

Established by the Doctors Conley in 1992, the scholarship is awarded annually to a Robeson County resident majoring in Chemistry. Although no restrictions apply regarding race, gender, or class standing, the recipient must maintain a "B" or better QPA to receive and maintain the award. Financial need is a consideration, but not a criterion in determining the award.

Dr. Cecil Conley served as division chairman of the Department of Math and Science at UNC Pembroke from 1963-1967.

James A. Comstock Memorial Scholarship

This scholarship is awarded annually to students majoring in the field of Pre-Engineering. Recipients must possess exceptional grades across the curriculum. Students must maintain a 3.2 QPA in all courses.

The Mary Ann Elliott Endowed Scholarship*

The Donor wishes to support a financially deserving engineering student. The recipients of The Mary Ann Elliott Endowed Scholarship will be residents of North Carolina studying toward a major in Engineering or Telecommunications-related field. Recipients must maintain a minimum of 2.5 QPA and may be full-time or part-time undergraduate students. The award will occur half in the fall and half in the spring semester, can be made in any year of study and is renewable.

William Robert George, Sr. Endowed Memorial Scholarship

The scholarship was established by A. Fred George in loving memory of his father, William Robert George. Mr. George was a Chemical engineer whose commitment to excellence both professionally and personally was a positive example to everyone who knew him. His support and encouragement were the key factors behind his three son's success in the business world today. The recipient shall be a full-time undergraduate student majoring in chemistry. The recipient must be in financial need and maintain a minimum 3.0 GPA. The scholarship is renewable.

GlaxoSmithKline, Inc. Women in Science Endowed Scholarship

The purpose of the GlaxoSmithKline, Inc. Women in Science Scholars Endowed Scholarship is to recognize outstanding scholarship, to provide an incentive for women science students to enter the science profession, and to provide students with a woman scientist mentor at GlaxoSmithKline, Inc. Students must have a GPA of 3.0 or better. Students' QPA must remain at 3.0 or better to be eligible to continue to receive the award.

Linda D. Oxendine Memorial Endowed Scholarship

This scholarship was established in 1989 and endowed by contributions from family members and friends of the late Linda D. Oxendine, a long time UNC Pembroke employee with the Physical Science Department. It is awarded annually to an outstanding student majoring in Physical Science.

DEPARTMENT OF ENGLISH, THEATRE, AND LANGUAGES

Grace Loving Gibson Endowed Scholarship

The scholarship was established by students and friends of Grace E. L. Gibson, who taught composition, literature, journalism, and creative writing (1966-1986) in the Communicative Arts Department of UNC Pembroke. It is awarded annually to a talented student writer majoring in English, Theatre, and Languages who has demonstrated creativity and ability in communication.

Sue Betty Locklear Endowed Memorial Scholarship

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear, who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional student who is in need of financial assistance and who has declared a major in either the Department of English, Theatre, and Languages or the Department of History.

Robeson County Living History Endowed Scholarship*

This scholarship was established by a group of interested individuals, organizations and corporations in Lumberton, NC who believe that the opportunity to assist students in pursuit of higher education in the area of performing arts is a worthwhile and necessary activity. First priority will be given to a resident of Robeson County who has participated in a Living History Club project during high school. Recipients will be students majoring in some aspect of performing arts to include but not limited to Music, Dramatic Literature & Performance, Arts Management, Theatre Education and Middle Grades Licensure.

DEPARTMENT OF HISTORY

Elizabeth Lord Baldwin Endowed Memorial Scholarship*

This scholarship was established in memory of Elizabeth Lord Baldwin. Ms. Baldwin was a 1986 UNC Pembroke graduate with a B.A. in Political Science. She was an involved and active student. After graduation, Ms. Baldwin excelled in the US Army. The recipient(s) will be a junior and/or senior who maintains a 3.0 or better QPA. A North Carolina resident is preferred. The recipient will be a political science major in the Department of Political Science or a history major in the Department of History. Consideration may be given to an education major who has declared a major in political science or history. Applicants will also have a demonstrated strong work ethic, personal achievement, and be in need of financial assistance.

John Green Memorial Endowed Scholarship

This scholarship was established in 1984 and endowed by generous contributions from *The Robesonian*, family members, and friends of the late John Green ('84). The scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism, or Creative Writing.

The Nancy Jones-Dorothy Hupp Memorial Scholarship*

The Donors wish to honor the memory of Nancy Jones and Dorothy Hupp. Two awards will be presented, one in the fall and one in the spring. Candidates awarded shall be residents of North Carolina, non-traditional females majoring in History (including SSE and American Studies concentrations). Candidate selections shall be based upon: part-time or full-time enrollment (minimum of 6 hours, except for graduate students); classification as a Junior, Senior, or Graduate Student; and, a minimum of a 3.2 QPA. Each award will be worth $250.00.

Sue Betty Locklear Endowed Memorial Scholarship

The Sue Betty Locklear Endowed Memorial Scholarship was established in 1991 by faculty, family, and friends to honor the memory of Sue Betty Locklear, who served as secretary for more than twenty-one years in the Department of Communicative Arts. The award is to be made annually to a non-traditional student who is in need of financial assistance and who has declared a major in either the Department of English, Theatre, and Languages or the Department of History.

James C. Maynor Endowed Scholarship*

This scholarship was established by Dr. Jayne P. Maynor to honor her father, James C. Maynor, a member of the UNCP class of 1950 and generous benefactor. The recipients of the James C. Maynor Endowed Scholarship will be residents of North Carolina with a major in history. Recipients must maintain a minimum of 2.5 QPA and be full time undergraduate students. The award will occur half in the fall semester and half in the spring semester, can be made in any year of study and is renewable.

Clifton Oxendine Memorial Endowed Scholarship*

This scholarship was established by family, colleagues, students and admirers to honor the late

Dr. Clifton Oxendine who served UNC Pembroke from 1939 to 1970, first as Dean of the college and then as Professor Emeritus of American History. This scholarship is awarded annually to a disadvantaged student majoring in American History with first preference to a Native American from Robeson or surrounding counties.

Max M. Weinstein Memorial Scholarship

This non-endowed scholarship is awarded annually to a history major. The recipient is selected on the basis of scholarship.

DEPARTMENT OF MASS COMMUNICATIONS

Broadcasting Endowed Scholarship

The scholarship is provided for students in the broadcasting program who are actively involved with WNCP-TV.

Capitol Broadcasting Company, Inc. (WRAL) Endowed Broadcasting Scholarship

The scholarship is provided annually to a student in the Broadcasting contract degree program. The student must carry a full course load of twelve hours or more, maintain an acceptable standard of academic performance and provide a commitment to WNCP-TV. The award is renewable.

John Green Memorial Endowed Scholarship

The scholarship was established in 1984 and endowed by generous contributions from *The Robesonian*, family members, and friends of the late John Green ('84). The scholarship is given to a capable and energetic student who wishes to pursue a career in writing. It will be awarded to a student majoring in History, Journalism (i.e., broadcasting), or Creative Writing.

Newy Scruggs Sports Broadcasting Endowed Scholarship

After receiving success in various large markets across the country in the field of sports broadcasting, the Donor wishes to assist other young people who have chosen a similar career track by establishing the Newy Scruggs Sports Broadcasting Endowed Scholarship. The primary requirement for candidates to be awarded this scholarship shall be students majoring in Mass Communications with plans to pursue a career in sports broadcasting, sports reporting or sports information. Final preference will be given to any Mass Communications student who plans to participate in athletics at The University of North Carolina at Pembroke. All candidates must be full-time undergraduate students in any year of study and maintain at least the minimum university standard QPA.

Time-Warner Cable Endowed Broadcasting Scholarship

This scholarship is provided annually to a student in the Broadcasting contract degree program. The student must carry a full course load of twelve hours or more, maintaining an acceptable standard of academic performance and provide a commitment to WNCP-TV. The award is renewable.

Gene Warren Endowed Scholarship

This scholarship is awarded annually to a student majoring or intending to pursue a career in journalism or public relations. It is based on academic performance. The award is renewable.

WBTW-TV 13 Endowed Broadcasting Scholarship

The WBTW scholarship is provided annually to a student in the Broadcasting degree program. The student must carry a full course load of twelve hours or more, maintain an acceptable standard of academic performance and provide a commitment to WNCP-TV. The award is renewable.

DEPARTMENT OF MATHEMATICS AND COMPUTER SCIENCE

Claude W. Berry Memorial Endowed Scholarship*

This scholarship was established by family, friends, and students to honor the memory of Claude W. Berry, Jr., a renowned Robeson County educator. Claude Berry served Robeson County as a seventh grade math teacher, Director of Exceptional Children in the Red Springs City School System and later as Director of Program Services for the Public Schools of Robeson County. He also served as a part-time faculty member of UNCP in the Department of Mathematics and Computer Science.

The recipient of this annual award shall be a Robeson County graduate with the declared major in mathematics and/or computer science. The recipient will be chosen regardless of race, gender or financial need. The recipient must maintain a 3.0 QPA or better. The award is renewable.

Terry Nathaniel Chavis Scholarship*

This scholarship was established to provide financial assistance to a Purnell Swett High School graduate with a demonstrated financial need majoring in Computer Science. Students granted this nonrenewable scholarship must maintain a 3.0 QPA and must be full-time undergraduate students in their freshman year of study.

DEPARTMENT OF MUSIC

Bradley Alford Endowed Memorial Scholarship

The Donor wishes to celebrate the life and contributions, and memorialize the death of this gifted musician. Candidates for award of this scholarship shall be a full time undergraduate student, from any state and/or country and of any nationality, in the junior or senior year of study, majoring in Music and maintaining a 3.0 QPA. The scholarship, to be awarded half in the fall and half in the spring, is not based on financial need, but based on GPA and talent. One $500.00 scholarship shall be awarded per year pending available funds.

Doris B. Johnson Endowed Scholarship in Music

The Doris B. Johnson Endowed scholarship was established by her husband, Dr. Kenneth Johnson, in her memory. The scholarship is awarded annually to a music major who is active in the Music Educators National Conference.

Margaret S. Jones Endowed Scholarship

The fund was established by friends of UNC Pembroke in honor of Mrs. Margaret S. Jones, wife of former Chancellor Dr. English E. Jones, to aid students in obtaining their educational goals. This scholarship is given annually to an outstanding music major who has proven him/herself to be a dedicated student with exceptional talent, and has exhibited a willingness to use this talent for the benefit of the department. It is awarded in the spring to a returning student.

Singer-Swinger Scholarship

This fund was established by the "Singers and Swingers" to provide financial assistance to students who are enrolled in one or more of the music performing groups on the UNC Pembroke campus. The scholarships are awarded on the basis of financial need, talent, and the needs of the University.

Harold C. Slagle Endowed Scholarship

The Slagle scholarship is awarded to a deserving student on the basis of musical talent and academic ability. Funds for this award are donated by the members of the Eta Beta Chapter of Phi Mu Alpha Sinfonia, a national music fraternity.

DEPARTMENT OF PHILOSOPHY AND RELIGION

Marshall W. and Gertrude Locklear Endowed Memorial Scholarship*

The Marshall W. and Gertrude Locklear Endowed Memorial Scholarship was initially established by family and friends in 1990 to honor the memory of Marshall W. Locklear. In 2000, Gertrude Locklear's name was added to honor her memory as well. The scholarship is awarded annually to a student from Robeson County who is working toward a degree in Religion. The recipient should be a candidate for the ministry or plan to go into some form of full-time religious service. The scholarship is renewable as long as the student makes satisfactory progress toward completion of the degree.

Ruth Martin Endowed Memorial Scholarship

This scholarship was established in 1990 and endowed by family, friends, alumni, colleagues, and church groups in memory of Miss Ruth Martin, Associate Professor of Religion (1953-1985), for her many years of service to the University and the community. The award is given annually to a student who is a Religion major preparing for full-time religious service.

The Ministry Through Education Endowed Scholarship

This scholarship was established by a donor to assist students who aspire to serve their fellow man and community through ministry. The recipients will be either full- or part-time undergraduate students with a major in Religion, Religious Education, or Education with a concentration in Religion. Recipients must maintain a minimum University QPA.

DEPARTMENT OF POLITICAL SCIENCE AND PUBLIC ADMINISTRATION

Elizabeth Lord Baldwin Endowed Memorial Scholarship*

This scholarship was established in memory of Elizabeth Lord Baldwin. Ms. Baldwin was a 1986 UNC Pembroke graduate with a B.A. in Political Science. She was an involved and active student. After graduation, Ms. Baldwin excelled in the US Army. The recipient(s) will be a junior and/or senior who maintains a 3.0 or better QPA. A North Carolina resident is preferred. The recipient will be a political science major in the Department of Political Science or a history major in the Department of History. Consideration may be given to an education major who has declared a major in political science or history. Applicants will also have a demonstrated strong work ethic, personal achievement, and be in need of financial assistance.

Walter L. Weisberg Memorial Endowed Scholarship in Political Science

The Weisberg scholarship was established by the Weisberg family in memory of Walter L. Weisberg, a professor of Political Science at UNC Pembroke, 1975-1981. Recipients of the scholarship are selected on the basis of academic achievement.

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

Jetter Bernard Locklear Memorial Endowed Scholarship

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear this scholarship is awarded to an academically talented, economically disadvantaged Native American, who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

DEPARTMENT OF SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

Maurice Bodenstein-Holocaust Memorial Endowed Scholarship in Social Work

This award honors the memory of Maurice Bodenstein, who survived the European death camps in World War II. After liberation, he became a social worker, assisting youngsters who survived the Holocaust. He helped them recover optimism and self-respect. This scholarship is given to a Social Work major for the purchase of textbooks.

Eagle Claw Service Club Scholarship

This non-endowed scholarship was established in 2000 by inmates at Robeson Correctional Institute who wish to provide financial assistance to students in the Criminal Justice curriculum at UNCP. Students receiving this award will demonstrate financial need, declare a Criminal Justice major, maintain the minimum university QPA and be enrolled full time. The scholarship is renewable and may be awarded in any year of study. The award will occur in the fall of each year provided funds remain available.

Margaret Kennerdell George Endowed Memorial Scholarship

This scholarship was funded by A. Fred George in loving memory of his mother, Margaret Kennerdell George. Mrs. George, as a social worker, gave unselfishly of her time and compassion to enhance the lives of and provide opportunities for less fortunate children in Akron, Ohio. Mrs. George was a true professional, respected by her peers and dearly loved by those whose lives she touched. The scholarship is awarded to a student majoring in Social Work. No restrictions apply regarding race or geographical domain; however, the recipient must qualify for financial assistance and maintain a 3.0 or higher QPA. The scholarship is renewable as long as the recipient makes the satisfactory progress in the program.

Jetter Bernard Locklear Memorial Endowed Scholarship

Established in 1988 by friends, family members, and Mrs. Francine Locklear in memory of her husband, Jetter Bernard Locklear. The scholarship is awarded to an academically talented, economically disadvantaged Native American who is pursuing a degree in the Human/Social Services. The recipient of the scholarship will have declared a major in Psychology, Sociology, or Social Work.

Dr. Von S. Locklear Memorial Scholarship in Social Work

The Dr. Von S. Locklear Memorial Scholarship is awarded to a sophomore or junior Social Work major to be used for a year of study. Preference will be given to:(a) persons who demonstrate an appreciation for the Lumbee culture and tradition; (b) those who have demonstrated a commitment to the social work profession; and (c) a good QPA. The scholarship is given in memory of Von Locklear who died of cancer in 1989 at the age of 36. During his short adult life, Von consistently demonstrated an unconditional commitment to the profession of social work.

Arthur Wendell "A.W." Oxendine Memorial Endowed Scholarship

Arthur Wendell "A.W." Oxendine, a ten year veteran of the Robeson County Sheriff's Department and a thirteen year veteran of the Scotland County Sheriff's Department died in the line of duty in 1993 as a result of injuries sustained in a hit-and-run traffic collision. The scholarship is given in his memory to assist a student majoring in the field of Criminal Justice who demonstrates qualities of honesty and leadership and who has met the academic requirements of the University.

NURSING PROGRAM
DEPARTMENTAL SCHOLARSHIPS

Campbell Soup Company Student Nursing Endowed Scholarship

The Campbell Soup Company Student Nursing Endowed Scholarship was established in 1994 to be used for nursing scholarships for disadvantaged students enrolled in the RN Bachelor of Science in Nursing program.

Mary McKenzie Edwards Endowed Scholarship*

A scholarship established by her daughter in loving memory, Mary McKenzie Edwards struggled to earn her degree in nursing in the 1930's. This scholarship is designed to assist students enrolled in the University Nursing Program who are in financial need. Recipients must be residents of Robeson County with first preference for award to members and descendants of the Lumbee and Tuscarora tribes. The scholarship awards are available to all nursing students. Recipients must be in good academic standing.

SCHOOL OF BUSINESS
DEPARTMENTAL SCHOLARSHIPS

"Believe It, Achieve It" Scholarship

Established by the UNCP Students in Free Enterprise club, this non-endowed scholarship is designed to assist aspiring students who demonstrate outstanding leadership potential so that they might reap the many benefits of a college education. Emphasis will be placed on student involvement within the University community.

The recipient of this scholarship shall be a full time student in the School of Business. The recipient must maintain at least a 3.0 QPA in their major of Business or Accounting. Financial need is not a consideration.

BB&T Finance and Banking Endowment

The Finance and Banking Endowment is designed to provide opportunities for students who are majoring in finance and to provide funds for the development of a strong academic environment. The endowment will be used to fund student scholarships in finance and banking. It will also be used to provide research support for faculty, leading-edge banking and financial services software pack-

ages, computer and other technological equipment, special library resources, and other needs that cannot be met with state funds alone. The goal of the endowment is to ensure a strong academic program that will produce viable, marketable students in finance and banking.

The Kenneth and Susan Clow Scholarship*

Established in 2001 by Dean Kenneth and Mrs. Susan Clow, this non-endowed scholarship is designed to assist students pursuing a degree in Business Administration. Candidates for award of this scholarship shall be either full or part time undergraduate students in any year of study and maintaining a 3.0 QPA, majoring in Business Administration. Recipients shall be (a) resident(s) of North Carolina. Financial need is not a consideration for award. One award will be made half in the fall and half in the spring. The award will be renewable if funds are available.

Doctors Naomi Lee and Cecil Conley Endowed Scholarship in Business Administration*

Established by the Doctors Conley in 1992, the scholarship is awarded annually to a Robeson County resident majoring in Business Administration. Although no restriction apply regarding race, gender, or class (freshman-senior), the recipient must maintain a "B" or better QPA to receive and maintain the award. Financial need is a consideration, but not a criteria in determining the award.

Dr. Naomi Lee Conley, a graduate of UNC Pembroke, served during the 1960s as Dean of Women, an assistant professor in the Department of Business, and an associate professor in the Department of Education at the University.

Independent Insurance Agents of North Carolina, Inc. Endowed Scholarship

This scholarship was established through the generosity of independent insurance agents throughout North Carolina to provide scholarship support to sophomores, juniors and senior students with a declared major in Business. The recipients must meet all academic requirements of the University. The award amount will paid half in the fall and spring.

Mazda Foundation Scholars*

The Mazda Foundation(USA), Inc. scholarship was established in 2000 to provide a tuition-free education to students at UNCP. The recipient should demonstrate academic excellence, leadership potential and the desire to succeed. Academic excellence can be demonstrated with a minimum 3.5 high school GPA. The scholarship may be renewed each year as long as the recipient maintains a 3.0 grade point average and meets the requirements of the School of Business.

SCHOOL OF EDUCATION DEPARTMENTAL SCHOLARSHIPS

ARMY ROTC PROGRAM

Faye Nye Lewis Endowed Scholarship

The scholarship, generously supported by Ms. Lewis, is awarded annually to a sophomore ROTC candidate who has completed his or her freshman year as a Reserve Officers Training Corps (ROTC) student. It is to provide funds for the student's sophomore year as an ROTC cadet, and is based on his/her overall achievement.

DEPARTMENT OF HEALTH, PHYSICAL EDUCATION, AND RECREATION

Cecil A. And Frances Butler Endowed Scholarship in Physical Education

Established in 1989 by the Cecil A. Butler Family, this academic scholarship is awarded annually to the student major (sophomore rank or above) who has the highest QPA in the Department of Health and Physical Education. The scholarship is renewable provided the highest QPA is maintained.

Kenneth P. Johnson Endowed Scholarship in Physical Education

The Kenneth P. Johnson Endowed scholarship, named in honor of the revered UNCP Physical Education professor and coach, is awarded annually to a UNC Pembroke student majoring in Health, Physical Education, and Recreation.

William Molan "Big Mo" Strickland Memorial Endowed Scholarship*

The scholarship was created to remember "Big Mo" Strickland and to honor his unrelenting efforts and desires as a volunteer to improve the quality of Robeson County's athletic programs through encouragement, advice and mentorship of student athletes.

The recipient of this scholarship shall be an athlete with a major in the Health and Physical Education Department earning a minimum 2.5 QPA. He/she must be a native of Robeson County, NC, a graduate of Purnell Swett High School and qualify under FAFSA guidelines for financial assistance.

TEACHER EDUCATION PROGRAM

Mary Elizabeth Jones Brayboy Endowed Scholarship

Established in honor of Mary Elizabeth Jones Brayboy, eligible recipients of this scholarship are Native American women enrolled as full-time undergraduate students majoring in Education. Recipients of this renewable scholarship must maintain a 3.0 QPA.

John J. Brooks Endowed Memorial Teacher Scholarship*

The scholarship was established in memory of John J. Brooks by the Brooks family. John J. Brooks was a Native American alumnus of the institution and a teacher in the local public schools for many years. Recipients need to, by virtue of birth, affiliation, or experience, be genuinely committed to encouraging the study, understanding and preservation of Native American history, tradition and culture.

Scholarships are awarded to students who are high school graduates of the public schools of Robeson County, NC. Recipients must show academic promise and have a demonstrated need for financial assistance. Applications must include an essay of no more than 250 words, written by the applicant, on the subject, "Why the Study of Native American History is Important for Students of Today." Recipients must obligate themselves to teach for one year in the public schools of Robeson County for each year that an award is received. The scholarship is renewable for up to four academic years provided the recipient(s) make satisfactory progress towards teacher certification and has satisfactorily completed an extracurricular program.

James H. and Katherine B. Dial Endowed Scholarship In Education*

The Donor wishes to honor James H. Dial, the patriarch of the Dial Family and lifelong educator and community leader, by establishing the James H. and Katherine B. Dial Endowed Scholarship in Education. Candidate for award of this scholarship shall be a Native American resident of Robeson County, North Carolina, showing financial need, who is either a full-time or part-time undergraduate student in the junior year of study, majoring in Education (K-7) and maintaining a 3.0 QPA. Scholarship is non-renewable.

Ruby Carter Dial Endowed Memorial Scholarship

The Donors wish to recognize distinguished service to education as a teacher, administrator, counselor and mentor to young people. Candidates for award of this scholarship shall be residents of Robeson County, the state of North Carolina, who are either full-or-part time undergraduate students in their junior year of study, and maintaining a 3.0 QPA at The University of North Carolina at Pembroke. The $500.00 annual award is merit based; candidates do not have to be of financial need. First preference will be given to a Robeson County American Indian enrolled in the teacher certification program, not receiving other financial aid, with demonstrated community service, involvement and experience in American Indian Youth programs and activities. The award will be made half in the fall and half in the spring and the award shall not exceed $500 per year. The award will be renewable if funds are available.

Dial-Chavis SNCAE Endowed Scholarship

This scholarship was endowed in 1992 by Harriet Caligan Dial, UniServ Director of NCAE, and wife of UNC Pembroke Professor Emeritus, Dr. Adolph L. Dial. It honors longtime Robeson County educator Agnes Hunt Chavis who served the NEA in leadership roles at the local, state, and national levels. The award is presented annually to a junior or senior education (or related academic field) major who plans to teach in the public schools. Candidates must be members of the SNCAE-

UNCP Chapter. The choice of a recipient will be based on academic achievement and financial need. The scholarship is renewable.

Herman and Louise M. Jenkins Endowed Memorial Scholarship*

This scholarship was established by the family as a living memorial in honor of Herman and Louise M. Jenkins who were life-long residents of Richmond County, NC. It is designed to help students who are in need of financial assistance to continue their education at UNC Pembroke. First preference will be given to students from Richmond County who are planning to teach in Richmond County. Students must demonstrate that they are deserving of this award on the basis of achievement, motivation, and hard work.

Wendy Lee Klenotiz Endowed Memorial Scholarship

This scholarship was established in loving memory of UNCP student Wendy Lee Klenotiz by her family and friends. The recipient shall be a female full-time rising junior or senior student majoring in special education. The recipient must maintain at least a 2.7 grade point average to receive and maintain the award. The award is renewable each year. Preference will be given to students involved in athletics and with special health needs. Financial need will be taken into consideration.

Anderson N. Locklear Endowed Memorial Scholarship

This scholarship was established by the descendants of Anderson N. Locklear in 1990 to honor the memory of this pioneer educator (1870-1934), who served for forty-two years as a teacher and principal in the Native American schools of Robeson County. Mr. Locklear was a member of the first class of the old Normal School (later to become UNC Pembroke), where he served as a trustee for many years. Locklear Hall, which houses the Department of Art on the UNC Pembroke campus, is named in his honor. Awarded annually to a Native American student majoring in teacher education, the scholarship may be renewed as long as the recipient is in good standing.

Pearlie Locklear Endowed Memorial Scholarship

Awarded annually to a Native American student majoring in Early Childhood Education, the scholarship is made possible by gifts from the Pearlie Locklear family. The recipient will be selected on the basis of academic achievement and financial need. The scholarship may be renewed as long as the recipient is in good standing at the University.

Josephine B. Lucente Endowed Scholarship

This scholarship was established by Mrs. Josephine Burnett Lucente, an alumna of UNCP and retired elementary school teacher, so that aspiring teachers may reap the many benefits of a college education and a teaching career. The scholarship is to be awarded annually to a sophomore or junior elementary education major with a strong background in basic skills such as reading and mathematics. Recipient must maintain a minimum 3.0 GPA, be in financial need, and be of good character.

Lumbee Regional Development Association (LRDA) Early Childhood Development Endowed Scholarship*

The Donor wishes to help students seeking a degree in Early Childhood Education (Birth through Kindergarten) by establishing the LRDA Early Childhood Development Endowed Scholarship. Candidate selections shall be based upon: a Robeson County resident of full-time enrollment; classification as a Junior; an Early Childhood (Birth to Kindergarten) major; adherence to the minimum University QPA; and, of demonstrated financial need. The award shall be made half in the Spring and half the succeeding Fall.The Ministry Through Education Endowed Scholarship

This scholarship was established by a donor to assist students who aspire to serve their fellow man and community through ministry. The recipients will be either full- or part-time undergraduate students with a major in Religion, Religious Education, or Education with a concentration in Religion. Recipients must maintain a minimum University QPA.

Charlie H. Moore and Marie Sampson Moore Endowed Memorial Scholarship*

This scholarship was established by Mary M. Moorehead to honor the memory of her parents who lived in the Prospect community near the campus of UNCP. Mr. Moore graduated from the Cherokee Indian Normal School in 1930 and taught for many years in the Robeson County Schools.

Mrs. Moore was a homemaker. This award is given in recognition of the Moores as nurturing parents and contributing citizens. The recipient of the annual award shall be a full-time junior or senior education major who plans to teach in the public schools. Priority will be given to a candidate whose emphasis is on elementary education. The recipient must maintain at least a "B" grade point average to receive and maintain the award. Financial need may also be a consideration. The award is renewable.

Robeson County Retired School Personnel Endowed Scholarship*

Established in 2001 by its namesake organization, this scholarship is designed to provide support to a teacher education major. The recipient will be a resident of Robeson County, NC with a major in teacher education. Recipient must maintain a minimum university QPA, demonstrate financial need and be a full time undergraduate student. The award will occur half in the fall and half in the spring, can be made in the junior year of study and is renewable.

SCHOOL OF GRADUATE STUDIES DEPARTMENTAL SCHOLARSHIPS

Asian Pacific Scholarship

This scholarship was established to promote business management practices in the People's Republic of China. Candidates for award of this scholarship are full-time graduate students in any year of study holding the university's standard QPA. One (1) award of up to full tuition and fees, including room and board, is renewable if funds are available.

The Katharine M. Butterworth Scholarship in Graduate Studies

The first scholarship exclusively for graduate students, the Katharine M. Butterworth Scholarship in Graduate Studies was initiated by its namesake in 2000. Ms. Butterworth resides in Athens, Greece and has a concern for Native Americans attending graduate school. This award will be made half in the fall and half in the spring with a match provided by UNCP. The criteria for award include but are not limited to financial need with a preference for Native Americans of Tuscarora or Lumbee heritage. The award is renewable with the maintenance of a minimum UNCP QPA.

SPECIALIZED SCHOLARSHIPS

ATHLETIC SCHOLARSHIPS

The Braves Club Endowed Athletic Scholarship

The scholarship, created by the members and friends of The Braves Club, is designed to reward academic achievement of UNC Pembroke athletes. This award is given annually to one male and one female athlete for their senior year. The recipient will have completed at least two years of study at UNC Pembroke. It is provided to those students with the highest QPA with a minimum of 3.0.

The Tecumseh B., Jr. & Eva Brayboy Endowed Memorial Baseball Scholarship*

The children of Tecumseh and Eva Brayboy established this scholarship in 2000 to recognize and honor the values and beliefs of their beloved parents. The recipient of the scholarship will be a resident of North Carolina who meets all minimum University academic standards, is an athlete on the baseball team and a full time student. First preference shall be given to a Native American athlete. One award shall be made and shall be paid half in the fall and half in the spring. The award can be made to a student in any year of study and is renewable.

Mac and Sylvia Campbell Endowed Scholarship

This scholarship was established by the Campbells to recognize a member of the men's basketball team and a member of the men's golf team at The University of North Carolina at Pembroke who have demonstrated talent, commitment, and integrity. The recipient shall be a full-time student

athlete. The scholarship will be available to a member of the men's basketball team in years ending in an even number and to a member of the men's golf team in years ending in an odd number. The scholarship award shall be the interest accumulated from the principal and be awarded in full in the fall. Award shall not be based upon financial need and is renewable.

Jimmy Carroll Memorial Endowed Scholarship*

Established by parents and friends to honor the memory of Jimmy Carroll, a Lumberton High School athlete and life-long resident of Robeson County, this scholarship shall be awarded to an undergraduate student athlete who is eligible under NCAA academic requirements. Preference is given to a Lumberton High School graduate or, if none is available, a resident of Robeson County.

Sammy Cox Baseball Endowed Scholarship

This scholarship is provided annually to a qualified member of the UNCP Baseball Team. The student will meet University academic standards. The award is renewable on an annual basis.

Dr. Ed Crain Track & Field/Cross-Country Scholarship

This scholarship was established by the friends, colleagues and former students of Coach Crain to honor his tremendous accomplishments and contributions to UNCP Track and Field. The recipient(s) shall be full-time student athletes who are eligible under NCAA academic requirements. The scholarship will be available to any member of the Track or Cross-Country Teams at UNCP. Award shall not be based upon financial need and is renewable.

Lacey E. Gane Athletic Scholarship

The scholarship was established by the friends of Lacey E. Gane in honor of his many accomplishments and contributions. He contributed greatly to the success of the UNCP Athletic Program as golf coach, basketball coach and athletic director.

The scholarship will be awarded to full-time student athletes who are eligible under NCAA academic requirements. The scholarship will alternate each year between golf and basketball. It is available to students of any year of study.

The Glenn/Haigmeier Endowed Scholarship

This scholarship was established in 2000 by Allan Glenn based upon his experience of support and assistance during his years as a student and athletic trainer at the University. It also honors the memory of his father, Mr. Raymond Haigmeier who devoted many years to officiating baseball at the University. This scholarship is designed to provide an opportunity for a student athletic trainer to have a portion of their education funded. Criteria for award of this scholarship include: the recipient of this scholarship shall be an undergraduate student at the University without regard to financial need, QPA, year of study or county/state of residence. One scholarship will be awarded half in the fall and half in the spring. The scholarship is renewable.

Willie R. Harris, Sr. Endowed Golf Scholarship

The scholarship has been established in memory of Willie R. Harris, Sr., a good friend of UNC Pembroke, ardent golfer, and former manager of Riverside Golf Course, Pembroke, N.C. The contributing founders of the scholarship were friends and relatives of Mr. Harris.

The scholarship is to be awarded annually to a qualified member of the UNC Pembroke Golf Team. The decision to renew the scholarship will be made each year based on the student's performance and academic standing.

Willie D. Mayes, Jr. Memorial Endowed Wrestling Scholarship

The scholarship is endowed by the fellow students, teammates, realties, and fraternity brothers of the late Willie Mayes. The scholarship is awarded based on need to a rising sophomore, junior, or senior wrestler who most exemplifies Willie's leadership and determination.

Raymond B. Pennington Endowed Scholarship

The Donor wishes to honor the patriarch of the Pennington Family who served as Athletic Director, Baseball Coach, Golf Coach, Dean of Men and Chair of the Physical Education Department during his tenure at The University of North Carolina at Pembroke. The candidate for award of this scholarship shall be a full time undergraduate student in any year of study at The University of North Carolina at Pembroke and a member of the men's baseball team maintaining NCAA eligibility. The award shall not exceed $600 per year to one student. The award will be renewable

pending available funds. The UNCP Baseball Coach and Athletic Director will conduct selection of the recipients.

Trina Riddle Endowed Scholarship for Women's Athletics

The Donor wishes to assist students at UNCP by establishing the university's first endowed scholarship designed specifically to enhance the women's athletic program. The primary requirement for candidates for award of The Trina Riddle Endowed Scholarship for Women's Athletics shall be any female participating in varsity athletics at The University of North Carolina at Pembroke. All candidates must be full time undergraduate students in any year of study and maintaining at least the minimum university standard QPA in any field of study. There are no geographic stipulations associated with this award. The award will be made half in the fall and half in the spring. The award will be renewable if funds are available.

John W. (Ned) Sampson Endowed Men's Basketball Scholarship*

This scholarship was established by his family in honor of the many years of service of "Mr. Ned" (class of 1953 and Hall of Fame member) to Magnolia School as well as his contributions to the University. The scholarship is designed to assist deserving young athletes who might not otherwise realize the dream of a university degree. The scholarship is awarded annually to a basketball player, with priority given to a Robeson County resident.

William Molan "Big Mo" Strickland Memorial Endowed Scholarship*

The scholarship was created to remember "Big Mo" Strickland and to honor his unrelenting efforts and desires as a volunteer to improve the quality of Robeson County's athletic programs through encouragement, advice and mentorship of student athletes.

The recipient of this scholarship shall be an athlete with a major in the Health and Physical Education Department earning a minimum 2.5 QPA. He/she must be a native of Robeson County, NC, a graduate of Purnell Swett High School and qualify under FAFSA guidelines for financial assistance.

UNCP Alumni Soccer Endowed Scholarship

The scholarship was established to enable alumni, parents and friends of the University to provide assistance to the sport of soccer at the University. Recipient(s) may be currently enrolled or incoming soccer player(s). Award is based on athletic ability in the sport of soccer. Recipient(s) will be bound by the stipulations of the University athletic grant-in-aid agreement. The award is renewable on an annual basis.

CHANCELLOR'S SCHOLARSHIPS

Students qualifying for Chancellor's Scholarships are selected on the basis of academic aptitude, achievement, motivation, and recommendation of the high school counselor. Chancellor's Scholarships are offered for students accepted into the University Honors College program.

The following privately funded scholarships are offered under the Chancellor's Scholarships:

Marion F. Bass Endowed Scholarship

This scholarship was established by Mr. Marion F. Bass, an alumnus of UNC Pembroke and President of Marion Bass Securities Corporation of Charlotte, NC and New York. The scholarship is to be awarded annually to an academically gifted student accepted into the University Honors College program. The award will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

Carolina Power & Light Company Endowed Scholarship

Established by Carolina Power & Light Company in 1991, the scholarship awarded annually to an academically gifted, yet economically disadvantaged student in the University Honors College program. The scholarship may be renewed as long as the recipient maintains a 3.0 average and meets the requirements of the program.

Chancellor's Endowed Scholarship

This scholarship is awarded annually to a student in the University Honors College program,

and it will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

First Union National Bank Chancellor's Endowed Scholarship

This scholarship was established by First Union Bank National Bank of North Carolina to support gifted students at UNC Pembroke. It will be awarded annually to a student in the University Honors College program and is renewable.

Harry Hutchison Gibson Endowed Scholarship

The Gibson scholarship is to be awarded annually to an academically gifted student. It will normally be renewed to the recipient as long as he/she is in good standing at the University. The decision regarding renewal will be made annually.

Gibson-Maclean Endowed Scholarship

This Chancellor's Scholarship was established by Dr. Hector MacLean and Dr. M. Carr Gibson of Lumberton, N.C. The scholarship is to be awarded annually to an academically gifted student accepted into the University Honors College program. The award will normally be renewed to the recipient as long as the student remains in good academic standing at the University. The decision regarding renewal will be made annually.

Joseph B. Oxendine Endowed Scholarship

This scholarship was established by Chancellor Emeritus Dr. Joseph B. Oxendine along with numerous friends and colleagues. Dr. Oxendine believes strongly in the importance of education and has devoted his career to students. The scholarship shall be awarded annually to an academically gifted student accepted into the University Honors College program. The decision regarding renewal shall be made annually.

AWARDS AND GRANTS

McMahon Achievement Award in Social Work

This award was established by Dr. Maria O. McMahon to further demonstrate her strong support for the efforts of the social work program at UNCP.

The cash award is given each year to a graduating minority social work student (Native American, African American, Asian, or Hispanic) who has demonstrated outstanding service to the UNCP Social Work Program and community.

Jessica Reed and Family Community Service Award

The Jessica Reed and Family Community Service Award was established to recognize the community service efforts for a contestant competing in the Miss UNCP pageant. This $100.00 award will be presented each year in the Spring at the Miss UNCP pageant. The recipient shall be chosen by a committee which shall include the pageant director, one to two representatives of the UNCP pageant committee, and one to two representatives of the Reed family.

Purnell Swett Endowed Teaching Fellows Award*

This award was established by the Robeson County Indian Education Parent Committee in honor of Purnell Swett. Mr. Swett was the Robeson County School Superintendent from 1977 to 1989.

An annual cash award will be given to each of two outstanding American Indian students completing teacher education certification requirements. The recipients must make a two year commitment to teach in the Public Schools of Robeson County.

The Young Native American Artists Grant

This award was established in 2001 by Sun and the Moon Productions, Inc. to help students in need to complete their education. Candidates for this award will be full time students majoring in any modality of the arts. The candidate, preferably a tribally registered Native American, may be in any year of study and maintaining a 3.5 QPA. Awards will be made in the spring semester.

UNC PEMBROKE
2000-2001 TITLE II REPORT

The UNC Pembroke 2000-2001 Title II institutional report showed that 89% of student teachers being licensed passed the Praxis II special area examination. Fifty regular and alternative licensure students were in programs of supervised teaching resulting in a 3:1 student to faculty supervision ratio. These students completed 640 hours of supervised student teaching. The North Carolina State Board of Education currently rates the UNC Pembroke teacher education program as exemplary.

A

Academic Advisement 44, 280
Academic Calendar 7-10
Academic Computing Resources 13
Academic Concentrations 21, 219-220
Academic Honor Code 49-51
Academic Honors 43-44
Academic Minors 21
Academic Policies 41-51
Academic Services and Facilities 11-18
Academic Warning and Probation 42-43
Accounting (See School of Business)
Accreditation 2
Adding Undergraduate Courses 45
Administrative Officers 342, 344-346
Admissions, Graduate 274-278
Admissions, Nursing 202
Admissions, Teacher Education 220
Admissions, Undergraduate 52-56
Adult Learners, Center for 14
Advanced Placement 58
Advisement, Graduate 280
Advisement, Undergraduate 44
Advisement and Retention, Office of 14
Aerospace Studies Department 267-269
African American Studies Minor 33
Air Force ROTC 267-269
American Indian Studies Department 82-85
American Studies (See History Department)
Applied Gerontology Minor 34
Applied Music (See Music Department)
Applied Physics (See Chemistry and Physics Department)
Army ROTC 270-271
Art Department 86-93
Art Education (B.A.) 87, 224-225
Art Education (M.A.) 317-319
Arts and Sciences, College of 81-201
Athletic Coaching (See Health, Physical Education, and Recreation Department)
Athletic Training (See Health, Physical Education, and Recreation Department)
Athletics 78
Attendance Policies, Undergraduate 47-48
Auditing Courses 56
Awards 67, 385

B

Baccalaureate Degree Programs 19-20
Baccalaureate Graduation Requirements 39
Biology Department 94-100
Biology Education 95, 225-226
Biomedical Emphasis (See Biology and Chemistry and Physics Departments)
Birth-to-Kindergarten Education 227-228
Board of Governors, UNC 342
Board of Trustees, UNCP 343
Botany (See Biology Department)
Braves One Cards (Meal Plans) 70-71
Broadcasting (See Mass Communications Department)
Business, School of 207-216
Business Administration (B.S.) (See School of Business)
Business Administration (M.B.A.) 283-287

C

Calendar 7-10
Campus 5-6
Campus Activities Board 78
Campus Map 392
Career Services Center 71-72
Center for Adult Learners 14
Chancellor's List 44
Chancellor's Scholars Program (See University Honors College)
Chemistry and Physics Department 101-114
Chief Executives of UNCP 343
Clubs and Organizations 79-80
College Level Examination Program (CLEP) 57
College of Arts and Sciences 81-201
College Opportunity Program (COP) 32, 60
Commencement 40
Community Development Minor (See Sociology, Social Work, and Criminal Justice Department)
Computer Science (See Mathematics and Computer Science Department)
Computing and Information Services 12-13
Concentrations, Academic 21, 212
Continuing Education 11-12
Cooperative Education Program 47
Counseling, School and Service Agency (M.A.) 298-304
Counseling and Testing Services 71
Course Load, Graduate 281
Course Load, Undergraduate 40
Courses at Other Institutions 40
Criminal Justice (See Sociology, Social Work, and Criminal Justice Department)
Cultural Programs 79
Cumulative Average (See Quality Point Avg.)

D

Decision Science (See School of Business)
Disability Support Services 15
Discipline, Undergraduate 72
Distance Education 11-12
Double Major 20
Dropping Undergraduate Courses 45
Drug Policy 72-76

E

Early Alert Program 14
Economics (See School of Business)
Education, Department of 246-254
Education, Graduate Programs (See School of Graduate Studies)
Education, School of 217-271
Elementary Education (B.S.) 228-229
Elementary Education (M.A.Ed.) 306-307
Employment on Campus 69, 282
Engineering (See Chemistry and Physics Department)
English as a Second Language (ESL), Add-On Licensure in 119, 232, 320
English Education (B.A.) 116, 230-231
English Education (M.A.) 320-323
English, Theatre, and Languages Department 115-130
Environmental Biology (See Biology Dept.)
Evening Classes 11
Expenses (See Fees)
Experiential Learning Program 46-47

F

Faculty 347-363
Federal Family Educational Rights and Privacy Act (FERPA) 48
Fees, Graduate 281
Fees, Undergraduate 62-63
Finance (See School of Business)
Finances (See Fees)
Financial Aid 66-69
Food Service (Sodexho) 70-71
Foreign Languages (See English, Theatre, and Languages Department)
Forensic Chemistry (See Chemistry and Physics Department)
Fraternities 80
French (See English, Theatre, and Languages Department)
Freshman Orientation and Testing 44
Freshman Seminar 22

G

General Education Program 23-28
Geography (See Chemistry and Physics Department)
Geology (See Chemistry and Physics Dept.)
German (See English, Theatre, and Languages Department)
GI Bill 69
Grade Point Average (GPA) (See Quality Point Average)
Grading, Graduate 280
Grading, Undergraduate 41-42
Graduate Assistantships 282
Graduate Policies 274-281
Graduate Studies, School of 273-339
Graduation Requirements, Undergraduate 39
Grants 67-68

H

Health Administration (See Public Administration)
Health Careers Access Program 15-16
Health Careers Opportunity Program 16
Health, Physical Education, and Recreation Department 255-266
Health Professions Programs 37-38
Health Promotion (See Health, Physical Education, and Recreation Department)
Health Services, Student 71
History Department 131-141
History of the University 4-5
Honor Code 49-51
Honors, Graduation with 43
Honors College 29-31, 59
Honors List 44
Housing 70

I

Immunizations 71
Independent Study 47
Institutional Research and Planning 17
Intercollegiate Athletics 78
Interdisciplinary Majors and Minors 33-37
International Baccalaureate 59
International Programs 14
International Students 55
International Studies 174
Internships and Practica 46-47
Intramurals 78
Italian (See English, Theatre, and Languages Department)

J K L

Jazz Studies Minor 159
Journalism (See Mass Communications Dept.)
Language Arts (See English, Theatre, and Languages Department)
Language Minor 118
Legal Studies Minor 174
Library Services 12
Literature Minor 118
Loans 68

M

Management (See School of Business)
Marketing (See School of Business)
Map, Campus 392
Mass Communications Department 142-146
Master of Arts in Education (M.A.Ed.) 305-316
Master of Business Administration (MBA) 283-287
Master's Degree Programs 274
Master's Degree Requirements 278-280
Mathematics and Computer Science Department 147-155
Mathematics Education (B.S.) 148, 232-233
Mathematics Education (M.A.) 324-327
Media Center 13
Medical History and Immunizations 71, 278
Medical Sociology (see Sociology, Social Work, and Criminal Justice Department)
Medical Technology (See Biology and Chemistry and Physics Departments)
Medical Technology, Accelerated Program in 38
Middle Grades Education (B.S.) 234-236
Middle Grades Education (M.A.Ed.) 308-309
Military Personnel, Degree Completion Program for 56
Military Science Department 270-271
Minimum Scholastic Requirements 42
Minors 21
Mission of the University 4
Molecular Biology (See BiologyDepartment)
Molecular Biotechnology (See Chemistry and Physics Department)
MPA Program (See Public Administration)
Multicultural Center 72
Music Department 156-167
Music Education 158, 236-238
Music Proficiency Requirements 166-167

N O

Native American Resource Center 17
Night Program in Business Administration 209
Nursing Program 201-205
Off-Campus Degrees 11-12
Officers and Administrators 344-346

P

Parking and Vehicle Regristration 76-77
Part-Time Students 59
Personnel and Organizational Leadership Minor 34
Philosophy and Religion Department 168-173
Physical Education (B.S.) 238-239, 256
Physical Education (M.A.) 328-330
Physical Science (See Chemistry and Physics Department)
Physics (See Chemistry and Physics Department)
Political Science and Public Administration Department 174-180
Praxis I and II Examinations 220-221
Pre-Engineering Program 105
Pre-Law 174
Pre-Medical Programs 37, 95, 102
Probation, Academic 42-43
Professional Semester 221
Psychology and Counseling Department 181-185
Public Administration (MPA) 288-295
Public Policy and Administration (See Political Science and Public Administration Department)
Public Relations (See Mass Communications Department)

Q R

Quality Point Average (QPA) 42
Reading Education (M.A.Ed.) 310-311
Readmission 43, 54-55
Recreation Management/Administration (See Health, Physical Education, and Recreation Department)
Re-Enrolling Students 54
Refund Policy 63-64
Regional Center for Economic, Community, and Professional Development 18
Registration, Undergraduate 44-45
Religion (See Philosophy and Religion Department)

Repetition of Graduate Courses 280
Repetition of Undergraduate Courses 45-46
Residence Status, Graduate 282
Residence Status, Undergraduate 64-66
Room and Board 62, 70

S

Sacred Music Minor 159
Scholarships 67, 364-385
School Administration (MSA) 296-297
School Counseling (M.A.) 298-304
School of Business 207-216
School of Education 217-271
School of Graduate Studies 273-339
Science Education (B.S.) 96, 103-104, 240-242
Science Education (M.A.) 331-335
Second Degree 20
Service Agency Counseling (M.A.) 298-304
Social Studies Education (B.A.) 133, 242-244
Social Studies Education (M.A.) 336-339
Social Welfare Minor (see Sociology, Social Work, and Criminal Justice Department)
Social Work (see Sociology, Social Work, and Criminal Justice Department)
Sociology, Social Work, and Criminal Justice Department 186-200
Sororities 80
Spanish (See English, Theatre, and Languages Department)
Special Education 244-245
Special Readmission Policy 54-55
Special Students 55-56
Speech (See English, Theatre, and Languages Department)
Sponsored Research and Programs 17
Student Activities and Organizations 77-80
Student Affairs, Services, and Policies 71-77
Student Employment 69
Student Government Association 77
Student Health Services 71
Student Housing 70
Student Records, Inspection and Release of 48
Student Support Programs (TRIO) 14-15
Student Teaching (See Professional Semester)
Substance Abuse Minor 35
Summer Housing 70
Summer Research Opportunities Program 32
Summer School 11
Suspension and Readmission 43

T

Teacher Education Program 31, 218-223
Teacher Licensure, Graduate 276, 279-280
Teacher Licensure, Undergraduate 218, 222
Teaching and Learning Center 17
Teaching Fellows Program 32, 223
Theatre (See English, Theatre, and Languages Department)
Transfer Students 53-54
TRIO Programs 14-15
Tuition and Fees, Graduate 281
Tuition and Fees, Undergraduate 61-63
Tuition Surcharge, Undergraduate 61

U V

University Honors College 29-31, 59
Upward Bound Program 14-15
Veterans' Benefits 69

W X Y Z

Warning, Academic 42-43
Withdrawal from Undergraduate Courses 45
Withdrawal from the University 45
Withdrawal Policy, Graduate 280-281
WNCP-TV 17
Work Study Program 69
World Studies Minor 36-37
Writing Center 13-14
Writing Minor 118
Zoology (See Biology Department)

INDEX OF CAMPUS MAP

1. Old Main
2. Arrowhead
3. Statue of Hamilton McMillan
4. Herbert G. Oxendine Science Building
5. The Quad
6. Lowry Bell Tower
7. Information Kiosk
8. Sampson-Livermore Library
9. Water Feature and Amphitheater
10. D.F. Lowry Building
11. Anderson Locklear Hall
12. W.L. Moore Hall
13. L.W. Jacobs Hall
14. Ralph D. Wellons Residence Hall
15. ATM
16. James B. Chavis University Center
17. Tommy Statue
18. Tennis Courts
19. Paul R. Givens Performing Arts Center (GPAC)
20. Baptist Student Union (BSU)
21. Adolph L. Dial Humanities Building
22. Temporary Science and Math Complex
23. University Village
24. Outdoor Education Center
25. Softball Field
26. Baseball Field
27. Lumbee Hall
28. English E. Jones Health and Physical Education Center
29. Walter J. Pinchbeck Maintenance Building
30. Business Services
31. Business Administration Building
32. Education Center
33. Pine Residence Hall
34. North Residence Hall
35. Mary Irwin Belk Residence Hall
36. West Residence Hall
37. Student Health Services
38. Nursing Building
39. Chancellor's Residence
40. West Office Building
41. Dogwood Building
42. Irwin Belk Athletic Complex
43. University Courtyard

The University of North Carolina at Pembroke
Office of Admissions
One University Drive
PO Box 1510
Pembroke, NC 28372-1510

Visit us: www.uncp.edu